



Board of Governors
for Higher Education

HIGHER EDUCATION COUNTS ACHIEVING RESULTS 2007 REPORT

Connecticut
Department of
Higher Education

61 Woodland Street
Hartford, CT 06105-2326
860-947-1848
www.ctdhe.org

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Board of Governors
for Higher Education

PREAMBLE

Preamble

The primary mission of Connecticut higher education is to provide high quality, relevant educational opportunities at all academic levels which collectively:

- ensure access for all qualified Connecticut residents both geographically and financially,
- encourage individual growth and development,
- meet the workforce needs of the state's economy,
- are cost-effective and
- demonstrate unequivocal high performance.

To accomplish these goals, Connecticut relies upon an abundant array of public and independent institutions. The public sector, in particular, is a vital public enterprise that, like other systems across the nation, has multiple purposes, goals and expectations. These include the education and training of students for future success; research, development and dissemination of new knowledge; and public service in the form of cultural events, community assistance and outreach, among other things. It is composed of four separate constituent units that offer a wide array of programs and services ranging from short-term certificate and associate degree to professional and doctoral degree programs. Each of these constituent units has a distinct mission and make a unique contribution to the state's citizenry:



The ***University of Connecticut*** is a land and sea grant public research university. As such, it offers a wide range of undergraduate and graduate curricula. It has responsibility for offering doctoral programs in agriculture, business, dentistry, education, engineering, law, medicine, nursing, pharmacy, biomedical sciences, social work, music, and the liberal arts and sciences. Research, service and outreach to enhance social and economic well-being are major activities of the university in: the above broad range of doctoral and applied professional programs; the physical, life and social sciences; the humanities; and the fine arts.



The ***Connecticut State University*** consists of four comprehensive state universities located in four geographic regions of the state. Its primary mission is to educate students of all ages and all socio-economic backgrounds through affordable and accessible baccalaureate and selected masters' and sixth year degree and certificate programs. It has special responsibility for teacher training, professional development and graduate education through the sixth year, and providing an education doctorate (Ed.D.).



The ***Community-Technical College System*** consists of twelve community colleges located across the state which serve as active and responsive partners in the academic, economic and cultural lives of their respective communities. The colleges provide occupational, vocational, technical and technological and career education; community service programs; and programs of general study for college transfer that represent the first two years of baccalaureate education including, but not limited to, general education, remediation and adult education.



The Board for State Academic Awards operates ***Charter Oak State College***, a nontraditional college designed to provide adults with an alternative means of earning degrees of equivalent quality and rigor to those earned at other institutions of higher education. The College awards four degrees at the associate and baccalaureate level. It also provides and promotes learning by offering both online and video-based courses.



The Board also operates the ***Connecticut Distance Learning Consortium*** that provides a single point of presence for distance education and a high quality technology infrastructure for web-based delivery of courses for Charter Oak, as well as the offerings of many other public and private college partners.

These special and, in many cases, unique roles make comparisons between these constituent units on measures of accountability often inappropriate. For this reason, the Board of Governors and the General Assembly, through the passage of Public Acts 00-220 and 01-173, have required an approved set of comparable or “peer” institutions that have similar missions, roles and characteristics. It is against these peers that comparisons in the following accountability report are made for each institution and constituent unit, while no comparisons among constituent units are provided.



Board of Governors
for Higher Education

INTRODUCTION

Introduction

Higher Education Counts is the annual accountability report on Connecticut's state system of higher education, as required under Connecticut General Statutes Section 10a-6a. The report contains accountability measures developed through the Performance Measures Task Force and approved by the Board of Governors for Higher Education. The measures reported are intended to provide external parties with answers to basic questions about institutional performance and return on investments in Connecticut's higher education system.

What's New

As directed by the Co-Chairs of the Higher Education and Employment Advancement Committee, an **Executive Summary** of *Higher Education Counts* has been developed and published under separate cover. Readers are encouraged to review the summary as well as the full accountability report to garner a fuller appreciation of higher education's contributions to the State of Connecticut.

One new system level measure was added to provide insight into **Workforce Preparation** of Connecticut's public higher education system. The measure can be found on page 27 under Goal 4, Economic Development and highlights the employment rate of our 2004 public college graduates and their significant impact on Connecticut's workforce.

State Goals

Each of the constituent units of higher education must submit its accountability report to the Commissioner of Higher Education annually by January 1st. The Commissioner, in turn, is charged with compiling and transmitting a consolidated report to the Joint Standing Committees on Education and Higher Education and Employment Advancement by February 1st. The report contains measures designed to assess progress on six statutorily-defined state goals:

Goal 1: To enhance student learning and promote academic excellence

- Has Connecticut been successful in retaining more college-bound students in-state?
- Are graduating students adequately prepared to succeed in their professions and the workforce?
- Are students satisfied with their education and higher education experience?

Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels

- To what extent are our public colleges assisting K-12 schools with preparing students to do well in a knowledge economy?
- How successful are early intervention programs in preparing underachieving students for college?
- Are alternate routes to teacher certification working to meet teacher shortages?

Goal 3: To ensure access to and affordability of higher education

- Are our public colleges affordable to all segments of Connecticut's population?
- Do minority participation rates mirror minority proportions in the state population?

Goal 4: To promote the economic development of the state to help business and industry sustain strong economic growth

- Are our colleges meeting the workforce needs of the state?
- How does Connecticut compare in the generation of external research funding, and new patents and inventions?

Goal 5: To respond to the needs and problems of society

- To what extent are higher education resources devoted to public service and community outreach?
- To what degree do our colleges meet the clinical services needs of the state?

Goal 6: To ensure the efficient use of resources

- Do Connecticut colleges spend more or less than other states and their peers on average to educate a student?
- To what extent do public colleges graduate students in a timely manner?

Reporting Framework

There are no major changes in reporting format this year. The report is organized around a structure which includes three levels of indicators:

1. **State-Level Indicators:** measures which relate to the overall system of higher education. These indicators are intended to give a broad picture of how Connecticut higher education is performing overall, with particular emphasis on the public system as required by current legislation.
2. **Common Core of Institutional Measures:** a common set of nine indicators reported by all institutions. The purpose of the common core is to provide the reader with consistent definition and measurement on some indicators which have relevance across the system. These measures are not presented to encourage inappropriate comparisons among the constituent units. Since each unit has a distinct role and mission in providing higher education services to the state, data from a set of peer institutions is provided where possible for comparison and benchmarking purposes. A list of the common core measures is provided below.
3. **Constituent Unit Specific Indicators:** measures which highlight each constituent unit's unique role and mission within the state. These measures were developed by each unit and are approved by the Board of Governors.

Common Core Indicators

State Level Goal	Common Core Performance Indicators
Goal 1: To enhance student learning and promote academic excellence;	<ul style="list-style-type: none"> • Licensure and certification exam performance
Goal 3: To ensure access to and affordability of higher education;	<ul style="list-style-type: none"> • Minority enrollment by ethnic group compared to state population • Operating expenditures from state support • Real price to students (tuition and mandatory fees for full-time, in-state undergraduate students as a percent of median household income)
Goal 4: To promote the economic development of the state to help business and industry sustain strong economic growth;	<ul style="list-style-type: none"> • Degrees conferred by credit program
Goal 5: To respond to the needs and problems of society;	<ul style="list-style-type: none"> • Non-credit registrations
Goal 6: To ensure efficient use of resources	<ul style="list-style-type: none"> • Real cost per student • Retention rate (by ethnic group) • Graduation rate (4-year institutions: 4 and 6 year; 2-year institutions: 3 year and by; ethnic group)

The Commissioner would like to emphasize that each individual constituent unit report was developed and presented by that unit, not the Department of Higher Education. While the Department worked in collaboration with each unit to enhance consistency, clarity and fullness of analyses, the reader will note substantial differences in report focus, style and, in some cases, presentation.

For easier navigation of the report, a complete listing of each measure by goal, along with its location within the report, can be found in the index in the back of the report.



Board of Governors
for Higher Education

BOARD OF GOVERNORS FOR HIGHER EDUCATION

SYSTEM MEASURES

Board of Governors for Higher Education

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BOARD OF GOVERNORS FOR HIGHER EDUCATION — SYSTEM MEASURES

Overview

The primary mission of Connecticut higher education is to provide high quality, relevant educational opportunities at all academic levels which collectively ensure access for qualified Connecticut residents both geographically and financially; encourage individual growth and development; meet the workforce needs of the state's economy; are cost effective and demonstrate unequivocal high performance.

The Board of Governors for Higher Education serves as the statewide coordinating and planning authority for Connecticut's 47 colleges and universities. The public system of higher education consists of 18 degree-granting institutions organized into four constituent units: The University of Connecticut (UConn), including its Health Center, Law School and five regional campuses; the Connecticut State University, consisting of four regional state universities; the Connecticut Community-Technical College System consisting of 12 community colleges; and Charter Oak State College, the state's only external degree-granting institution. Twenty-eight independent colleges and universities, the U.S. Coast Guard Academy and numerous private occupational schools also serve Connecticut.

In fall 2006, nearly 176,560 students were enrolled in Connecticut's public and independent colleges and universities. The public system served about 63 percent of these students with 26 percent utilizing the Community-Technical College System, 20 percent the Connecticut State University and 16 percent the University of Connecticut. The remaining 36 percent enrolled at one of Connecticut's independent colleges.

The system awarded some 35,694 degrees and certificates in 2005-06, up 3.2 percent from last year and 25 percent higher than a decade ago. Baccalaureate degrees regained the majority (50%) after slipping to 49 percent last year, followed by those with master's (27%) and associate degrees (14%). The top five degree-producing fields continue to be business, education, health professionals, social sciences and liberal arts and sciences.

Connecticut taxpayers provide about \$654 million each year in direct appropriations to support its higher education system and another \$245 million in indirect fringe benefits. This includes funding for the day-to-day operations of the public college system, and state financial assistance to students attending both independent and public colleges and universities. In addition, there is a state-supported endowment fund matching program which over the last five years received \$32.7 million. Taxpayers also contribute a significant level of bond funding to finance the construction and renovation of public higher education facilities, library acquisitions and equipment. In FY 2007 total bond authorizations for the system approached \$320 million, or about 23% of total state bonding.

On behalf of the entire higher education community, the Board of Governors would like to thank Connecticut citizens for continuing their commitment to ensuring a high quality and accessible higher education system.

Methodology

The accountability measures contained in this section are intended to focus on higher education's performance from a statewide perspective. For each major goal, the system level measures attempt to provide the reader with an understanding of how well the state system is performing. Where possible, comparisons to other state and national trends are provided. The sources of these data are identified below each table.

The Department has added one new measure to the mix for this report: **Workforce Preparation** which can be found under Goal 4-Economic Development, highlights the employment rate of our 2004 public college graduates and their significant impact on Connecticut's workforce.

Performance improvement targets have been identified for many of the system measures after careful analysis of the pertinent performance trends, comparisons to national and regional benchmarks and consideration of system and program objectives. Generally, the anticipated timeframe to reach the improvement target is five years. In some cases, however, results are expected sooner and, in a few cases, later.

It is important to note that these measures rely heavily on existing data sources. And, as noted in the report introduction, there is much more to be done to develop even more meaningful measures that focus on actual outcomes. In particular, we need to have better measures of student learning and affordability which can only emanate from more robust longitudinal student data systems. Development of systems which would track students from Pre-K through college and into the workforce is feasible, but would require a significant financial commitment.

The Department is in the process of implementing the first phase of a student financial aid database which would provide a state level picture of how current state student aid funds are being utilized and the level of unmet need among Connecticut's students. A detailed data request was sent to each public and independent college which receives funds under the Connecticut Independent College Student Grant Program (CICSG) and the Connecticut Aid to Public College Student Grant Program (CAPCS) in fall 2006 with a submission deadline of January 1, 2007. At the time of publication of this request, no submissions have been received.

DEGREES CONFERRED PER 100,000 POPULATION

Performance Indicator

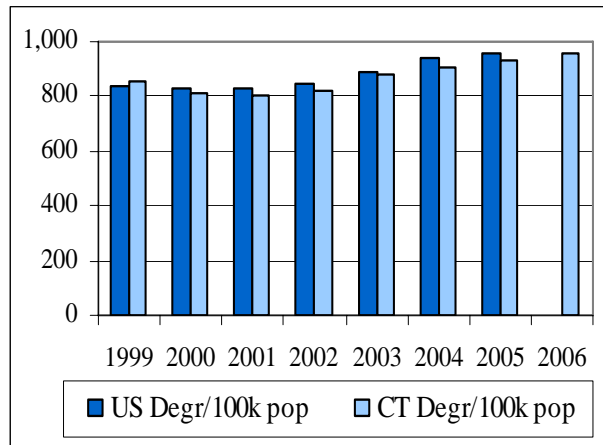
The annual number of undergraduate and graduate degrees conferred by Connecticut's public and independent institutions per 100,000 population.

Data Analysis

Even after 5 years of increased degree production, Connecticut is no closer to reaching the national average. Degrees per 100,000 population reached 956 in 2006, the highest rate in eight years and up 12% over 1999. The growth can be explained by a 20% increase in the annual number of degrees produced (from 27,925 to 33,492) coupled with a smaller rate of growth in the overall state population (7%).

Performance Improvement Goal

To reach and then exceed national average by 2010.



However as of 2005, the latest national data available, Connecticut was still below (by over 3%) the national average of 961 per 100,000 population at just 928. This is despite the fact that the number of degrees produced increased by almost 16% from 27,925 to 32,495 between 1999 and 2005. The national numbers reflect an increase in the general population of nearly 9% and an increase in annual degree production of almost 25% over this seven-year period. In Connecticut, both the population and the annual number of degrees produced rose, but at much lower rates (6.7% and 16.4%, respectively).

It is important to remember that a significant proportion of Connecticut's high school graduates leave the state to attend college. While some of them may return to Connecticut and eventually graduate from a state institution of higher education, the majority do not. Thus, for Connecticut to increase its degree production rate and reach its goal of reaching and exceeding the national average by 2010, it must:

- Continue efforts to persuade more students to stay in-state to attend college
- Take concerted measures to reduce time to degree and increase average graduation rates
- Encourage more out-of-state students to come to Connecticut and attend one of our four-year institutions, as space allows.

	2000	2001	2002	2003	2004	2005	2006
US Population	281,421,906	285,226,284	288,129,973	290,796,023	293,638,158	296,507,061	299,398,484
CT Population	3,405,565	3,433,200	3,457,927	3,482,326	3,493,893	3,500,701	3,504,809
US Degrees	2,339,921	2,371,219	2,449,849	2,574,870	2,755,409	2,850,522	
CT Degrees	27,714	27,700	28,399	30,713	31,724	32,495	33,492
US Degr/100k pop	831.5	831.3	850.3	885.5	938.4	961.4	
CT Degr/100k pop	813.8	806.8	821.3	882.0	908.0	928.2	955.6
Difference	-17.7	-24.5	-29.0	-3.5	-30.4	-33.1	

Source: US Census Bureau for population data; annual Digest of Educational Statistics for degrees.

Deferred Maintenance Liability

Performance Indicator

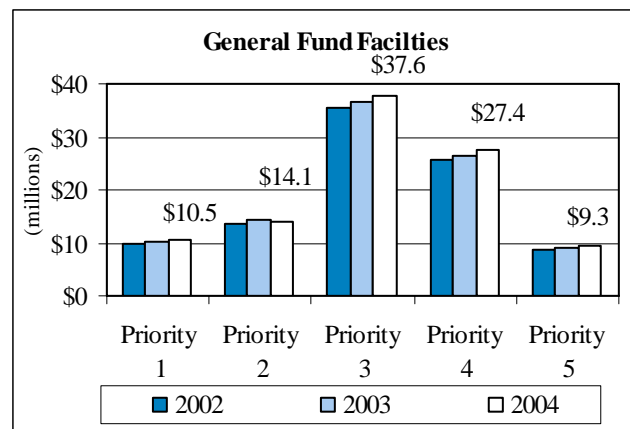
The estimated dollar value to correct the deferred maintenance items or deficiencies identified within CT's public higher education facilities. A deficiency is defined as a system or component which is unsafe, is broken, does not conform to current codes, no longer performs the function it was intended or has exceeded its useful life.

Data Analysis

During FY 2002 as part of the Higher Education Asset Protection Program, a comprehensive facility condition assessment (FCA) was conducted on 69 buildings covering over 4.0 million gross square feet (roughly 20% of the system) at Southern Connecticut State University, Asnuntuck, Gateway, Housatonic, Manchester, Middlesex, Naugatuck, Northwestern, Norwalk, Quinebaug, Three Rivers and Tunxis Community Colleges and Charter Oak State College. The FCA process began with a physical inspection of the buildings by a team of three qualified (architectural, mechanical and electrical) engineers. The team identified, prioritized and categorized deferred maintenance items and developed a correction cost estimate for each.

Performance Improvement Goal

Reduce the deferred maintenance backlog by \$50 million by 2008.



The database cost estimates were updated to 2004 which resulted in the total backlog growing by 2.2% to \$154.7 million from \$151.3 million. The current replacement value also was adjusted for the 69 buildings from \$734 to \$748 million. About 64%, or \$98.9 million of deficiencies, are associated with the 55 general fund buildings, while the remaining \$55.7 million of backlog issues are affiliated with just 14 auxiliary facilities (residence halls, student centers, dining halls). In general fund facilities, about 25% or \$24.6 million of the deficiencies identified are classified as priority 1 or 2. For several years, the Department requested funding to complete the roll-out of the Asset Protection Program to remaining public higher education institutions as well as to reassess those facilities completed under Phase 1 to determine our overall progress but funds were never appropriated. As such, the Department cannot assess the reduction in deferred maintain backlog nor extend the liability assessment to all facilities.

Constituent Unit	# Buildings	Sq.Ft.	2004 Deficiencies	\$/Sq.Ft.
General Fund Facilities				
Southern CSU	12	598,086	\$20,928,358	\$34.99
Community Colleges	42	2,670,114	\$77,857,642	\$29.16
Charter Oak State College	1	14,570	\$146,002	\$10.02
Subtotal General Fund Facilities	55	3,282,770	\$98,932,002	\$30.14
Southern CSU - Auxiliary Facilities	14	731,083	\$55,732,345	\$76.23
Total	69	4,013,853	\$154,644,347	\$38.53

EMPLOYER SATISFACTION

Performance Indicator

Employer satisfaction with the quality and supply of CT's public higher education graduates was assessed through a survey of over 3,000 CT businesses. Basic, professional, job and personal skills were examined to assess perceived quality.

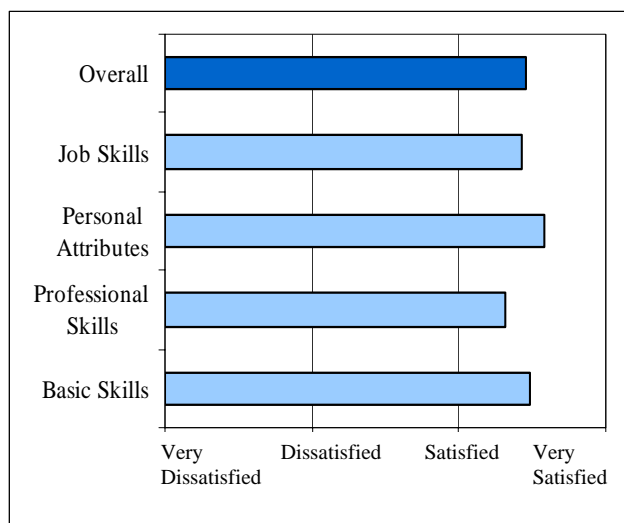
Are CT's public higher education graduates meeting the expectations of CT's employers when hired? Are CT's public higher education institutions meeting CT's workforce demand needs?

Data Analysis

In the spring of 2005, the Department of Higher Education conducted a pilot survey of employer satisfaction with Connecticut's public college graduates from the class of 2003. Over 3,000 companies were surveyed and 696 surveys were returned for an overall response rate of 17 percent.

Overall satisfaction with public college graduates was very high. On a scale of 1 to 4, with 4 meaning 'very satisfied' and 1 meaning 'very dissatisfied,' Connecticut's employers rated overall satisfaction at 3.45, falling between 'satisfied' and 'very satisfied'. The lowest rated area was in Professional Skills at 3.32, which included such attributes as critical thinking, problem solving and team building. Job Skills were rated an overall 3.43, followed by Basic Skills (3.49) and Personal Attributes (3.58). Although previous studies of workforce competencies in other states found some deficiencies in Basic Skills and Personal Attributes, this does not appear to be the case for Connecticut's public college graduates and bodes well for Connecticut businesses. Professional Skills had the lowest rating across the three constituent units, and satisfaction appears to be similar regardless of the unit attended. However, employers rated Community College graduates highest on Job Skills and University of Connecticut highest on Basic Skills.

Average of Responses on Skill Preparation



In terms of supplying Connecticut's businesses with applicants that require post-secondary degrees, 24 percent were dissatisfied with the number of applicants who applied. Based on the 14 industries analyzed, the differences between industry type were significant with almost half (475) of employers in the Arts, Entertainment and Recreation industry dissatisfied with the number of applicants. This was followed by Other Services (29%); Professional, Scientific and Technical Services (28%); Health Care and Social Assistance (26%); Construction (25%); and Manufacturing (25%). The two industries most satisfied with the number of applicants were the Information and Educational Services industries. In addition, more than half the respondents indicated an interest in developing internships. Our public colleges need to capitalize on these and other opportunities to strengthen business ties and ensure Connecticut's workforce needs are being met in a timely and effective manner.

Source: *Employer Satisfaction with 2003 Public Higher Education Graduates in Connecticut—Report on Pilot Study.*

PERCENT OF CT PUBLIC HIGH SCHOOL GRADUATES ENROLLED IN CT HIGHER EDUCATION

Performance Indicator

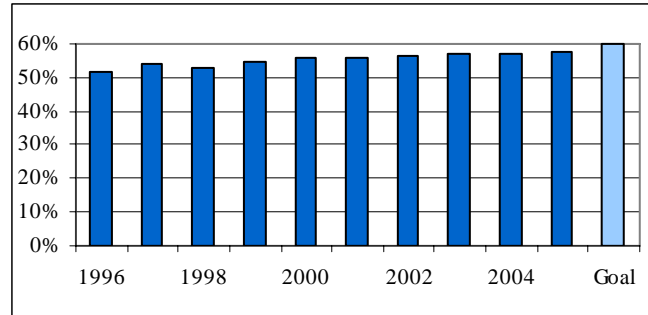
The percentage of college-bound Connecticut public high school graduating seniors who indicate they plan to attend a Connecticut college or university. The measure speaks to the perceived quality and accessibility of Connecticut's higher education institutions.

Data Analysis

Of the nearly 28,000 public high school graduates who planned to attend college in 2005, almost 58% indicated their intention to attend in Connecticut. The data are based on a survey of the future plans of public high school graduating seniors conducted by the State Department of Education. The percentage of students staying in-state has increased steadily since 1998, averaging about a half percent annual growth in recent years. The number of public high school graduates has grown at an average annual rate of over 4 percent since 1996. At the same time, the number planning to attend college has increased by more than 5 percent annually and is now over 78% of high school graduates, up from 72% in 1996. Most noteworthy is the fact that the number opting to stay in-state has continued to rise at an average annual rate of 7 percent, faster than either high school graduate growth or those attending college anywhere. This is a positive sign that Connecticut continues to gain ground with its young people. Although college enrollment, especially at the University of Connecticut and independent institutions, is supplemented through in-migration of students from other states, keeping our own bright young people is a top priority. The performance improvement goal of 60% by 2010 was set to encourage continued attention to increasing in-state attendance, especially with higher numbers of high school graduates expected through 2008.

Performance Improvement Goal

To have 60% of Connecticut's public high school graduates attend college in-state by 2010.



	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Change 96-05
Total public HS grads with college plans	19,027	20,308	20,551	21,399	22,314	23,775	24,689	25,862	26,885	27,814	41.3%
Total grads planning to attend college in CT	9,874	11,031	10,902	11,682	12,420	13,274	13,935	14,678	15,377	16,064	55.7%
Percent of HS grads planning to attend college in CT	51.9%	54.3%	53.0%	54.6%	55.7%	55.8%	56.4%	56.8%	57.2%	57.8%	

COLLEGE ENROLLMENT RATE OF CONNCAP PARTICIPANTS

Performance Indicator

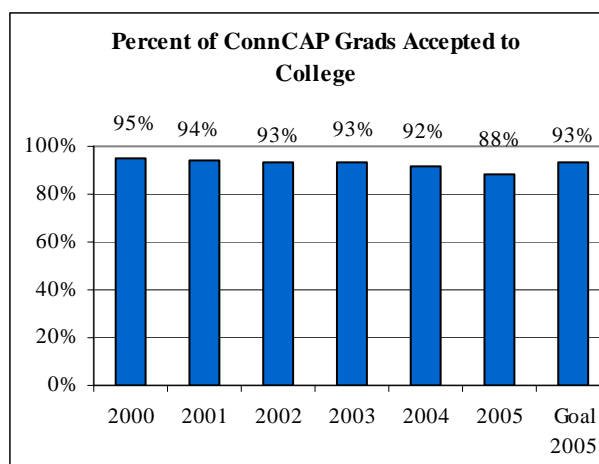
The percentage of ConnCap participants who graduate from high school and subsequently are admitted to and enroll in college. This indicator speaks to the success of early intervention programs.

Data Analysis

The ConnCAP program targets underachieving students who possess the potential for success in middle and high school, and provides them with intensive summer and academic year activities and intervention services. It has been extremely successful in getting students to graduate high school and be accepted to college. Since 2000, over 95% of ConnCAP seniors graduate from high school. Of those, over 88% get accepted to college. In 2005, the Department of Higher Education, which oversees the program, awarded \$1.8 million in ConnCAP funds to 11 programs, nine of which are run by Connecticut's public higher education institutions. The 2005 programs enrolled 1,115 students beginning as early as eighth grade. A large percentage of those who continuously participate in the program experience a high rate of success. In four of the last six cohorts, students have been exceptional as measured by a college enrollment rate which meets or exceeds the program goal of 93%. In 2005, the college going rate dropped to 88% due to the under performance of two programs. The Department has suspended further funding pending planned program improvements. Absent these two programs, the college going rate jumps to 96 percent. The Department of Higher Education will continue to monitor overall program performance and advocate for continued expansion.

Performance Improvement Goal

To consistently achieve an enrollment rate of at least 93 percent through 2005.



Year	ConnCap Seniors	No. Graduating High School	% Graduating High School	No. Grads Accepted at College	% Grads Accepted at College
2000	222	218	98%	208	95%
2001	190	186	98%	175	94%
2002	229	222	97%	207	93%
2003	196	189	96%	176	93%
2004	151	148	98%	136	92%
2005	208	197	95%	174	88%

Source: DHE Annual Report: Strategic Plan to Ensure Racial & Ethnic Diversity in Connecticut Public Higher Education.

EMPLOYMENT RATE OF ALTERNATE ROUTE TO CERTIFICATION GRADUATES

Performance Indicator

The percentage of Alternate Route to Certification (ARC) graduates who get teaching jobs in Connecticut public schools within one year of program completion as determined by the issuance of a 90-day certificate or durational shortage area permit (DSAP) by the State Department of Education. It is a relative indicator of graduate quality and demand.

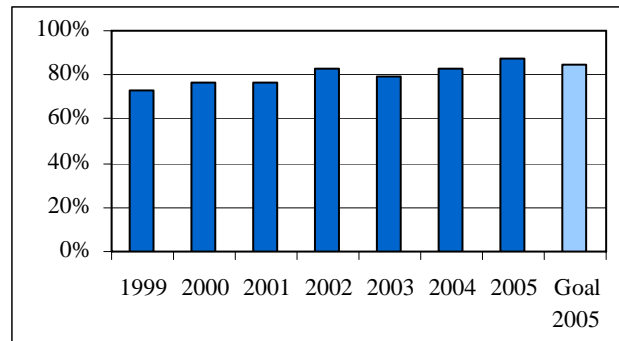
Data Analysis

Created in 1986, the Alternate Route to Teacher Certification is an innovative program developed by the Department of Higher Education to attract talented individuals into teaching. The original program, ARC I, consists of two major parts: a rigorous nine-week period of full-time instruction offered in the summer, followed by two years of teaching in a Connecticut school closely supervised by the State Department of Education (SDE). In fall 2001 an academic year option was added, ARC II, in Hartford and Old Lyme, while ARC I was expanded to three sites with the help of one-time grant support. As of summer 2004, ARC consolidated its programming and now offers only one summer and one academic year program due to completed grant support. A temporary 90-day certificate is issued by SDE after successful completion of the ARC program and Praxis II exams, and upon the recommendation of the employing superintendent. SDE also added a DSAP or emergency certificate to help fill the need for teachers, allowing certain teaching requirements to be completed while in the classroom and ARC is assisting in this regard, however, effective July 1, 2006, this practice has been halted due to No Child Left Behind.

Since 1998, the annual employment rate of ARC graduates teaching in Connecticut public schools has increased from 57% in 1998 to 87% in 2005. In 2005, the 221 graduates include the cohort of 104 ARC II weekend and 117 ARC I summer graduates. Over this eight-year period, the summer and fall program has produced 1,988 graduates, with the annual number of graduates obtaining teaching jobs within one year increasing from 94 in 1998 to a peak of 350 in 2002 and has hovered just under 200 for last two years. The decline since 2002 is attributed to program consolidation, smaller class sizes and funding. The ARC program provides an excellent pool of qualified teacher candidates to Connecticut in general and to urban schools, a majority of whom are teaching in shortage areas such as English, mathematics, and science. For the first time, an ARC graduate was named 2007 Connecticut Teacher of the Year.

Performance Improvement Goal

To achieve an employment rate of 85 percent by 2005



	1999	2000	2001	2002	2003	2004	2005
Earned 90-day Certificate	116	130	209	350	268	199	193
ARC Graduate	159	169	274	423	337	241	221
Percentage	73.0%	76.9%	76.3%	82.7%	79.5%	82.6%	87.3%

Source: State Department of Education 90-day certificates issued and ARC graduation report.

NEW TEACHERS IN CRITICAL SHORTAGE AREAS

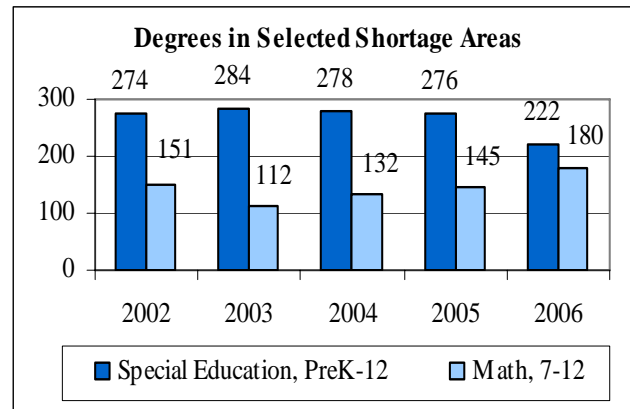
Performance Indicator

Annual number of awards in critical teacher shortage areas.

Are Connecticut's colleges and universities meeting the demand for new elementary and secondary school teachers in identified shortage areas?

Data Analysis

A total of 1,581 students received teacher certification awards in the 10 critical shortage areas identified by the State Department of Education. This represents about 43% of the total number of teacher preparation degrees awarded (3,679) in 2006. The numbers of recipients by area are listed in the table below. The list of shortage areas is updated on an annual basis and, therefore, new areas may be added as others are no longer considered a priority. In 2006 for example, Remedial Reading and Intermediate Administrator were added to the list, while Technology Education was removed. Just over 21% of these shortage awards were in Intermediate Administrator, followed by Remedial Reading with 15%. No degrees were awarded in Bilingual Education. In the six areas that have remained on the shortage list for all five years, a total of 644 awards were made this year, up 7.5% over last year, and up 10.5% since 2002. Our colleges and universities must produce more graduates in needed fields and fewer in areas where we have an over-supply of qualified teachers (e.g. elementary education).



SDE Shortage Areas	2002	2003	2004	2005	2006
Comprehensive Special Education, PreK-12	274	284	278	276	222
Science, 7-12	<i>176</i>	<i>232</i>	<i>174</i>	227	189
English, 7-12	<i>133</i>	<i>166</i>	<i>175</i>	192	163
Math, 7-12	151	112	132	145	180
Music, PreK-12	59	64	97	83	126
Speech & Language Pathology	13	50	51	51	73
Bilingual Education, PreK-12	32	21	8	0	0
World Languages					54
Spanish, 7-12	<i>54</i>	<i>39</i>	<i>43</i>	<i>44</i>	*
Other World Languages, 7-12	<i>24</i>	<i>9</i>	<i>10</i>	<i>14</i>	*
Remedial Reading & Language Arts, 1-12	<i>32</i>	<i>46</i>	<i>74</i>	<i>51</i>	235
Intermediate Administrator	n/a	<i>299</i>	<i>333</i>	<i>322</i>	339
Technology Education, PreK-12	<i>17</i>	<i>23</i>	38	42	38
School Psychologist	37	76	92	<i>143</i>	<i>123</i>
School Library Media Specialist, K-12	2	11	<i>21</i>	<i>35</i>	<i>81</i>
Consumer Home Economics, PreK-12	8	28	11	9	<i>14</i>
Total, All Shortage Areas	630	685	824	1,074	1,581
Percent in Shortage Areas	18%	19%	24%	29%	43%
TOTAL, ALL AWARDS	3,416	3,651	3,415	3,642	3,679
Total, 6 areas that were shortage all 5 years	583	570	609	599	644

* Spanish and Other World Languages were merged together in 2006 under World Languages
 Blue, italicized = not on the shortage list that year

MINORITY ENROLLMENT

Performance Indicator

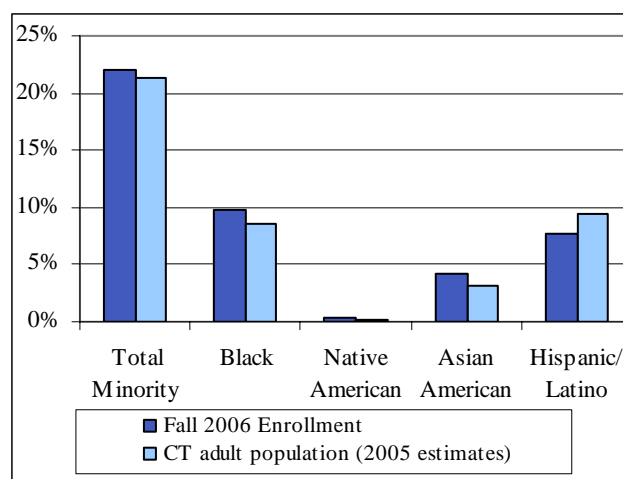
The number and percentage of minority enrollment (fall) by ethnic group in the Connecticut higher education system compared to the number and percentage of minorities by ethnic group in Connecticut's population, age 18 or over.

Data Analysis

Enrollment of all racial/ethnic minorities in Connecticut higher education (22% of the total in Fall 2006) exceeds the share of minorities in the Connecticut population age 18 or over (21.4% of the total in the 2005 Census Estimate), which is the population most likely to attend college.

Performance Improvement Goal

To attain parity with the adult population by 2010, especially in regard to the Hispanic population.



Three of the four components of the minority community also are a larger proportion in higher education than they are in the general adult population – e.g., Blacks are 9.8% of collegiate enrollments vs. 8.5% of the general adult population. Asian Americans and Native Americans also represent a larger share of college enrollment than they do in the adult population.

Hispanic enrollment has increased from just under 9,700 in 2000 to over 13,659 in 2006, representing the fastest growth ethnic group at 40.8%. Yet even as the number of Hispanic students increases, they are still underrepresented when compared to the state's adult population (7.7% of college enrollment compared to 9.5% of the population age 18 or over).

	Total Minority	Black	Hispanic	Asian American	Native American
Fall 2006 Enrollment	38,814	17,217	13,659	7,305	633
Fall 2006 % of Enrollment	22.0%	9.8%	7.7%	4.1%	0.4%
Connecticut population, aged 18 or over	21.4%	8.5%	9.5%	3.2%	0.2%
Enrollment % point difference from population	0.6	1.3	-1.8	0.9	0.2

Sources: IPEDS Fall Enrollment (2005) and US Census 2005

UNMET FINANCIAL AID NEED

Performance Indicator

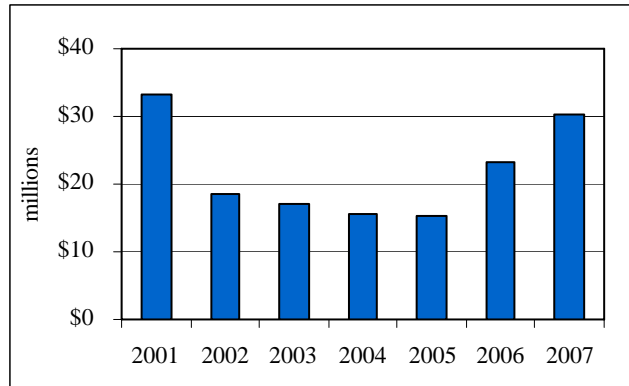
The change in the value of unmet grant need as measured under federal needs analyses for public colleges minus available student financial aid grants from all sources. Grant need is a proxy measure of overall demand for student financial aid.

Data Analysis

While Connecticut's public higher education system had reduced the level of unmet grant need by as much as 54% from 2001 to 2005, recent growth in overall grant need is reversing the trend. For the second year, grant need grew at a faster rate than all offsetting funding, and unmet need increased by \$7 million to \$30 million, nearly the 2001 level. In earlier years, as grant need remained essentially flat, reductions to unmet need were effected through a balance of federal, state and institutional funding. When state-appropriated student aid (Capitol Scholarship and Connecticut Aid to Public College Student Grant programs) was reduced in 2003 and 2004 just as grant need began to grow at an unprecedented pace, increases in federal aid, largely in the form of Pell grants, were responsible for much of the reduction in unmet need. This year, total grant need at Connecticut's public institutions took a fourth annual leap in excess of \$10 million, reflecting the greater financial needs of increasing enrollments against rising costs. With federal and state funding increases falling off, even the substantial growth of institutional grant funding from the 15% tuition set-aside requirement will not stem the mounting grant need. Ensuring that the demand for student financial aid is met and students have the financial resources to attend college will require a combination of state, federal and institutional aid that keeps pace with tuition and fee increases as well as enrollment growth. As indicated in the table below, it is state funding that has fallen well behind in the equation and unless the state commitment is increased, it is certain that unmet need will continue to grow.

Performance Improvement Goal

Reduce unmet need by an additional ten percent by 2010.



Millions	Grant Need	Pell Grants	FSEOG	Institutional Set-Aside	Capitol Scholarship	CAPCS	Total System Unmet Need
2007	\$ 142.9	\$ (42.6)	\$ (2.3)	\$ (46.5)	\$ (4.6)	\$ (16.5)	\$ 30.2
% Change 2001-2007	37.7%	104.7%	8.9%	91.8%	36.9%	(16.4)%	(9.3)%
2006	\$126.5	\$ (40.1)	\$ (2.5)	\$ (40.7)	\$ (3.5)	\$ (16.5)	\$ 23.2
2005	\$ 113.2	\$ (38.0)	\$ (2.5)	\$ (37.3)	\$ (3.5)	\$ (16.5)	\$ 15.4
2004	\$ 103.0	\$ (31.8)	\$ (2.2)	\$ (33.8)	\$ (3.4)	\$ (16.0)	\$ 15.7
2003	\$ 94.0	\$ (25.4)	\$ (2.2)	\$ (28.0)	\$ (3.8)	\$ (17.5)	\$ 17.0
2002	\$ 91.5	\$ (21.5)	\$ (2.2)	\$ (25.8)	\$ (3.8)	\$ (19.8)	\$ 18.5
2001	\$ 103.7	\$ (20.8)	\$ (2.2)	\$ (24.2)	\$ (3.4)	\$ (19.8)	\$ 33.4

PARTICIPATION RATE

Performance Indicator

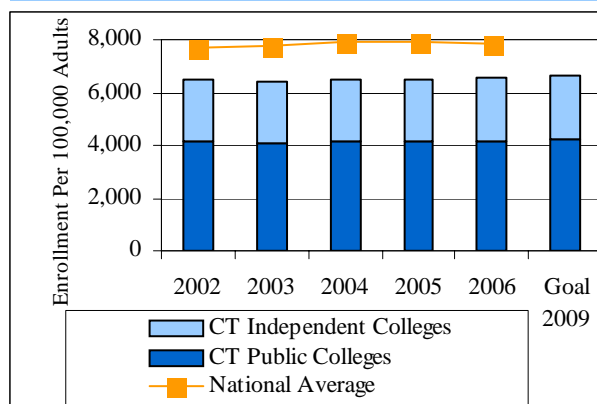
The number of students enrolled, including full-time or part-time students taking courses for credit at any public or independent institution of higher education in Connecticut, divided by the adult state population per 100,000 aged 18 and older. This measure provides a broad statewide indication of system utilization in providing life-long learning to adult citizens of all ages.

Data Analysis

Total college enrollment per 100,000 adults generally has been on the rise in Connecticut since the mid-1990s and now stands at 6,572. Headcount enrollment in Connecticut colleges consistently increased over the last five years as displayed in the table below. With the exception of 2003, enrollment growth has exceeded the increase in the state's adult population, meaning that total college enrollment per 100,000 adults has risen in all but that one year. The current rate is up nearly 2% from the 2002 level of 6,478. However, the rate is still significantly below the national average of 7,821. A large part of this disparity can be explained by the fact that Connecticut still loses a large number of recent high school graduates to out-of-state colleges. The goal of increasing this rate by 2% over the next five years (i.e., to 6,622 by 2009) reflects the projected growth of in-state high-school graduates (which is expected to peak in 2008) and improvement in retention of in-state students. Both the independent and public institutions are making good progress toward the 2009 goal. The independents have just passed their target of 2,407 while the publics should reach their goal within the goal period.

Performance Improvement Goal

By 2009, the goal is to increase the enrollment rate by two percent.



	2002	2003	2004	2005	2006
Total Headcount, Public Institutions	107,789	108,220	109,853	110,808	111,760
Total Headcount, Independent Institutions	61,959	62,404	62,887	63,467	64,800
Grand Total Enrollment	169,748	170,624	172,740	174,273	176,560
Total CT Population, age 18 & over*	2,620,440	2,649,555	2,664,816	2,675,291	2,686,523
Public Institution Enrollment per 100,000 adults	4,113	4,084	4,122	4,142	4,160
Independent Institution Enrollment per 100,000 adults	2,364	2,355	2,360	2,372	2,412
Total CT HE Enrollment per 100,000 adults	6,478	6,440	6,482	6,514	6,572
Total US HE Enrollment per 100,000 adults	7,724	7,762	7,888	7,889	7,821

*Data for 2000 are from the 2000 Census (as of 4/1/2000). Data for other years are U.S. Census Bureau estimates as of 7/1 of that year. In both instances, data is resident population.

Sources: DHE Fall Enrollment Reports; U.S. Census Bureau

DEGREES CONFERRED BY CREDIT PROGRAM

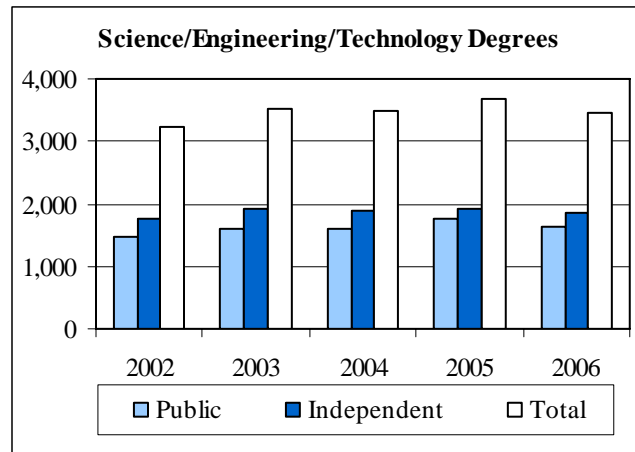
Common Core Performance Indicator

The number and percentage of degrees conferred by credit program area.

To what extent are graduates of Connecticut's colleges and universities in program areas that address state economic needs?

Data Analysis

Connecticut's colleges and universities awarded 35,694 degrees and certificates in 2006, up 3.2% from 2005 and up 17% from 2002. Since 2002, all eight program areas have grown with the increases ranging from a high of 31.4% in the Health/Life Sciences to a low of 3.6% in Business. However, only six of the eight areas are up from last year with Science/Engineering/Technology and Business both showing declines of 6.0% and 2.8% respectively. While there



are few exact matches between academic programs and workforce needs, there are numerous linkages that support the development of the state's economy. Connecticut is concentrating its efforts in nine industry clusters: aerospace, agriculture, bioscience, insurance/finance, maritime, metal manufacturing, plastics, software/information technology and tourism. All but tourism are heavily dependent on employees with advanced scientific and technical knowledge. In the case of Science/Engineering/Technology, Connecticut's public and private institutions have grown awards by almost 8% since 2002, however, both sectors saw declines from last year. The independent sector produces about 223 more graduates than the public sector in Science/Engineering/Technology. In the case of teacher preparation, the public sector has responded with education awards increasing over 29% since 2002 while the independent sector has seen awards remain stable at about 1,500 per year, though the growth has not been predominantly in the shortage areas where the greatest need exists.

Program Area	2002	2003	2004	2005	2006	% Change 2005-06	% Change 2002-06
Health/Life Sciences	3,899	3,956	4,253	4,588	5,124	11.7%	31.4%
Liberal Arts/General Studies	2,676	2,777	2,936	3,165	3,457	9.2%	29.2%
Humanities/Arts/Communications	3,847	4,156	4,473	4,410	4,647	5.4%	20.8%
Social Sciences	5,398	5,929	6,003	6,161	6,466	5.0%	19.8%
Social & Public Services	2,049	2,174	2,339	2,354	2,441	3.7%	19.1%
Education	3,317	3,619	3,476	3,718	3,776	1.6%	13.8%
Business	6,094	6,376	6,683	6,496	6,316	-2.8%	3.6%
Science/Engineering/Technology	3,218	3,512	3,496	3,690	3,467	-6.0%	7.7%
Total	30,498	32,499	33,659	34,582	35,694	3.2%	17.0%

TRENDS IN DEGREES CONFERRED BY CLUSTER AREA

Performance Indicator

The annual number of bachelor's degrees conferred by Connecticut public and independent colleges in the following cluster-related areas: engineering, computer and information sciences, natural sciences and business.

Data Analysis

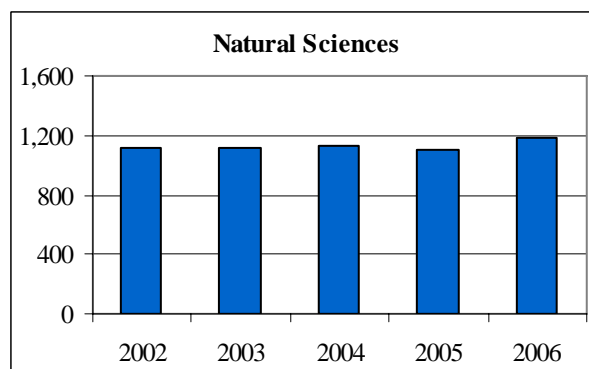
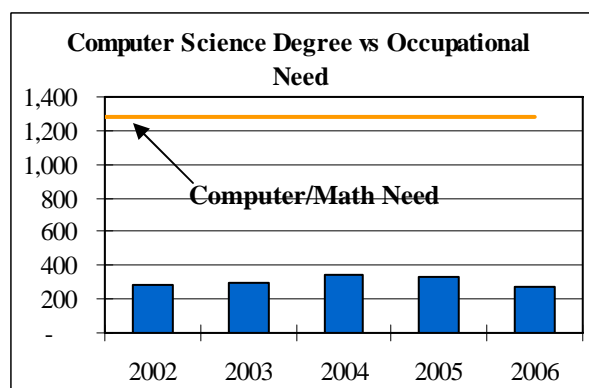
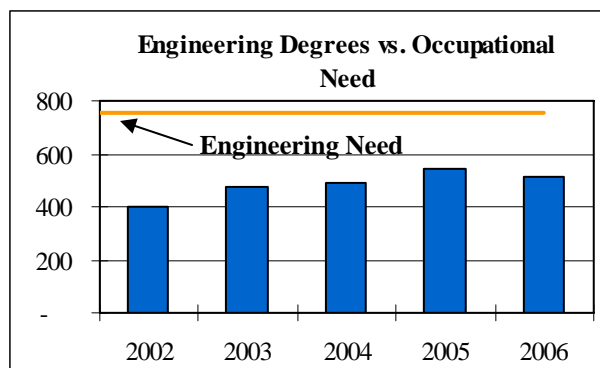
Bachelor's degrees in engineering declined slightly from 543 in 2005 to 510 in 2006 (down 6%), but are up 28% since 2002. However, the current level of degree production is still well below the approximately 754 annual openings projected by the CT Department of Labor (DOL) through 2014.

Five-year trends appear in the table below. The three other disciplines in that table (computer science, natural sciences, and business) also are essential to Connecticut's workforce needs, but are more difficult to align with specific job-opening predictions.

Computer science graduates grew from 2002 through 2004 but have declined back to the 2002 level of 279 in 2006. As with engineering, the current level of computer science degree production is significantly below the over 1,281 annual openings projected by DOL.

Bachelor's degrees in the natural sciences (including math) which have been virtually flat since 2002 grew by 5% last year. Bachelor's degrees in business inched up less than .5% over last year to 3,001, and are up 14% over 2002.

How well are our colleges and universities meeting the workforce demands of the state?



Bachelor's Degrees	2002	2003	2004	2005	2006	% Change 2005-06	% Change 2002-06
Engineering	399	478	488	543	510	-6.1%	27.8%
Computer Science	279	292	340	337	274	-18.7%	-1.8%
Natural Sciences	1,120	1,116	1,123	1,104	1,178	5.2%	5.2%
Business	2,634	2,855	3,064	2,989	3,001	0.4%	13.9%
Total	4,432	4,741	5,015	4,973	4,963	-0.2%	12.0%

WORKFORCE PREPARATION

Performance Indicator

The number and percent of public college graduates employed in Connecticut in the third quarter after graduation by industry sector, quarterly earnings and program of study.

Performance Improvement Goal

By 2012, increase the percentage of graduates employed in Connecticut by 5 percentage points to 73%.

Data Analysis

Of the 14,780 graduates from 2004, 68% (10,901) were employed in Connecticut in the third quarter after graduation, signifying the growing importance of the public colleges to the health of the State's workforce. Almost 24% of these graduates were working in the Educational Services sector and another 20% were employed in Health Care and Social Assistance. Those working in Utilities had the highest average quarterly earnings (\$14,613), followed by Management of Companies and Enterprises (\$13,478). On average, graduates earned \$8,985 per quarter or about \$35,940 per year. The greatest number of employed graduates had majored in Business Management (1,970), with Education (1,507) and Health Professions and Related Sciences (1,141) close behind. Just under 64% of employed graduates were women, and 69% were employed in firms with 100 or more employees. Data includes all graduates from the University of Connecticut, Connecticut State University and Charter Oak State College, and graduates from occupational programs of the Connecticut Community Colleges.

Employed Graduates By Industry Sector		
2003-04		
Sector Title	Count	%
Total - All Industries	10,091	100.0%
Educational Services	2,402	23.8%
Health Care & Social Assistance	1,985	19.7%
Retail Trade	973	9.6%
Finance & Insurance	855	8.5%
Professional & Technical Services	745	7.4%
Manufacturing	660	6.5%
Accommodation & Food Services	475	4.7%
Administrative & Waste Management	412	4.1%
Government	237	2.4%
Wholesale Trade	225	2.2%
Information	221	2.2%
Other Services	203	2.0%
Arts, Entertainment, & Recreation	176	1.7%
Real Estate & Rental/Leasing	135	1.3%
Construction/Mining	130	1.3%
Transportation & Warehousing	82	0.8%
Unclassified Establishments	59	0.6%
Management of Companies & Enterprises	56	0.6%
Utilities	48	0.5%
Agriculture, Forestry, Fishing & Hunting	12	0.1%

Source: Connecticut Department of Labor

Avg. Quarterly Earnings of 2003-04 Grads	Earnings	Race		
Total	\$8,985	White/Caucasian	7,533	74.7%
Top Five Sectors		Black	752	7.5%
Utilities	\$14,613	Native American	32	0.3%
Management of Companies & Enterprises	\$13,478	Asian American	347	3.4%
Unclassified Establishments	\$12,888	Hispanic	614	6.1%
Manufacturing	\$12,471	Race unknown	698	6.9%
Finance & Insurance	\$11,265			

RESEARCH INTENSITY

Performance Indicator

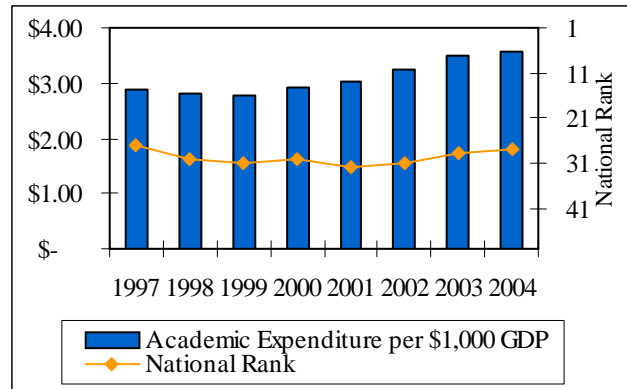
The trend in academic research and development (R&D) expenditures at all CT higher education institutions per \$1,000 in gross domestic state product (GDP) and a national ranking comparison.

Data Analysis

As defined above and depicted in the graph at the right, CT's Research Intensity declined from \$2.88 in 1997 to a low of \$2.79 in 1999. Since 1999, CT's Research Intensity has been growing slowly to \$3.56 in 2004. Over this same period, the national rank has dropped from 27 in 1997 to a low of 32 in 2001 before improving slightly to 28 in 2004. By examining research and development across the higher education sector, using this ratio allows one to see how states measure up after adjusting for differences in their relative economic size.

Performance Improvement Goal

To grow research and development expenditures to \$1 billion by 2020.



One component of this measure is CT's higher education R&D expenditures which have grown steadily from nearly \$396 million in 1997 to \$650 million in 2004 or by 64%. Despite this steady expenditure growth, CT's national rank has remained fairly stable see-sawing between 27 and 32. In comparison to the ten northeastern states, CT's growth rate is 11 percentage points slower than the northeastern average of 75% and is next to last among these 10 states with only Massachusetts growing at a slower rate. However, Massachusetts' expenditures are 3 times the size of CT's or \$2.0 billion. At an institutional level, over 98% of research and development across the higher education sector is being produced by two institutions, namely, UConn, a public institution, and Yale University, an independent institution. In addition, these are the only two institutions in CT ranked in the top 100 by R&D expenditures of the 601 ranked, with Yale at 29 and UConn at 74 in 2004. From 1997 to 2004, public institutions have grown R&D expenditures 38% placing them 49th nationally, while the independent institutions in CT have grown 71% placing them 20th. CT's economy would certainly benefit from a more coordinated effort to spur more research activity in higher education.

Connecticut	1997	1998	1999	2000	2001	2002	2003	2004
Academic R&D (\$thousands)	396,383	406,618	419,289	468,435	498,745	538,070	594,541	649,663
GDP (\$millions)	137,698	145,373	150,303	160,436	165,025	166,073	170,235	182,468
Research Intensity	\$2.88	\$2.80	\$2.79	\$2.92	\$3.02	\$3.24	\$3.49	\$3.56
National Rank	27	30	31	30	32	31	29	28

Sources: National Science Foundation - Academic Research and Development Expenditures Survey
Bureau of Economic Analysis - Gross State Domestic Product

EDUCATIONAL ATTAINMENT

Performance Indicator

The percentage of Connecticut's population age 25 and older with a bachelor's degree or higher compared to the national average.

Performance Improvement Goal

To be ranked number one in the nation by 2015.

Data Analysis

In 2005, Connecticut regained the top spot nationally for the percentage of its population 25 and older with a bachelor's degree or higher. Of the six New England States, four are in the top 8 for educational attainment. From 1990 census to 2005, Connecticut's rank see-sawed from 1 to 3 then back to 1, as its educational attainment rate improved from 27.2% to 36.8%. The 9.6 percentage point improvement for Connecticut was much better than the 7.1 percentage point average change for the United States, but considerably less than the 12.4 percentage point improvement achieved by Minnesota which has seen its rank improve from 15 in 1990 to seven in 2005. In fact, from 1990 to 2005,

Connecticut's percentage point improvement is the 5th slowest among the top seven states.

With a slower improvement rate, Connecticut's top position is precarious and therefore, it must work hard to maintain this ranking, especially in this competitive knowledge-based economy.

With high educational attainment levels comes a number of social and economic benefits which include lower levels of health problems, more civic engagement, successful businesses and higher incomes all which help drive Connecticut's economy.

The educational attainment levels of minorities in Connecticut exceeds the United States levels for Native American Indians, Asian Americans and Hispanics. Blacks, however, are .3 percentage points below the United States level, increase to a 1.4 percentage point gap for the 10 state northeast region, and peak at 3.4 percentage points lower than New England. In addition, Connecticut's Hispanic educational attainment level of 11.3% is lower than the level achieved for both the northeast region which stands at 12.0% and New England at 12.9%. Connecticut and its colleges and universities must continue to work to improve these educational attainment levels by improving the college participation and graduation rates of minorities.

	(%) <u>1990</u>	<u>Rank</u>	(%) <u>2000</u>	<u>Rank</u>	(%) <u>2005</u>	<u>Rank</u>
Connecticut	27.2	1	31.4	3	36.8	1
Massachusetts	27.2	1	33.2	1	36.6	2
Maryland	26.5	4	31.4	3	36.3	3
New Jersey	24.9	5	29.8	5	36.3	3
Colorado	27.0	3	32.7	2	35.5	5
Vermont	24.3	8	29.4	7	34.4	6
Minnesota	21.8	15	27.4	10	34.2	7
New Hampshire	24.4	7	28.7	8	32.8	8
Washington	22.9	12	27.7	9	30.9	9
California	23.4	9	26.6	12	30.6	10
United States	20.3		24.4		27.4	

2000 Census	White	Black	Asian American	Hispanic	Native American
United States	27.0%	14.3%	43.4%	10.4%	11.9%
Connecticut	34.2%	14.0%	57.6%	11.3%	17.3%
Region*	29.6%	15.4%	48.6%	12.0%	16.5%
New England	31.9%	17.4%	50.6%	12.9%	17.1%

* Region includes the following states: CT, DE, ME, MA, NH, NJ, NY, PA, RI, VT

Source: US Census 2000 - Summary File 4

EDUCATIONAL COSTS PER FTE STUDENT

Performance Indicator

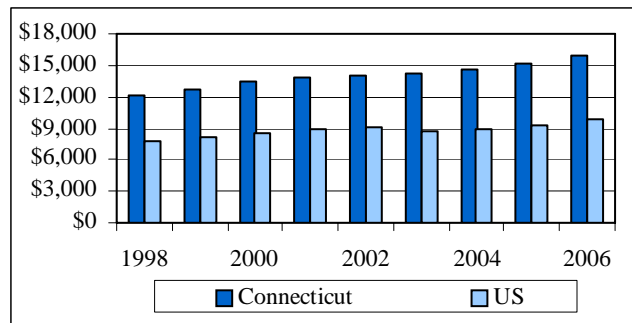
Trends in educational cost per FTE student in Connecticut and compared with the United States average.

Data Analysis

Educational costs are defined as total appropriations plus net tuition, divided by annualized FTE enrollment. The educational cost in Connecticut for the last nine years is displayed in the table below, along with the national average and the growth in the CPI over the same period.

Performance Improvement Goal

For the long-term, hold annual growth to the CPI or less.



Historically, Connecticut spends about 50% more per FTE student than the national average, placing the state in the top 10% of the cost ranking in company with other states such as Alaska and Delaware where a high cost of living coupled with relatively small enrollments is the norm. This, together with the impact of collective bargaining and a large number of small public institutions, ensures that Connecticut will continue to spend considerably more per FTE student on educational services than the national average. In fact, when appropriations reductions crisscrossed the country in 2003, the national average educational cost actually dropped, while Connecticut, by virtue of its smaller appropriation reductions, continued to grow pulling even further away from the national average.

Connecticut made good progress earlier in the decade against the goal of long-term growth at or below the CPI level. In 2001, the increase in educational costs was below CPI growth for the first time and the two subsequent years maintained growth lower than the CPI level and below even the national level in 2004. This result is due in part to smaller increases in appropriations, but the main driver of lower annual increases in educational costs per student is enrollment growth at Connecticut's public colleges and universities. That was clearly the case up to 2004 and the larger increases in educational costs in 2004 and 2005 reflect slower enrollment growth and faster spending growth. If the spending rate increase continues and enrollment growth remains relatively flat, per student costs will continue to rise and the gap with the national average will continue to widen.

	1998	1999	2000	2001	2002	2003	2004	2005	2006
Connecticut Cost	\$12,208	\$12,739	\$13,469	\$13,843	\$14,080	\$14,180	\$14,532	\$15,208	\$15,977
National Average	\$ 7,800	\$ 8,219	\$ 8,574	\$ 8,932	\$ 9,033	\$ 8,694	\$ 8,956	\$ 9,224	\$ 9,891
Connecticut Increase		4.3%	5.7%	2.8%	1.7%	0.7%	2.5%	4.7%	5.1%
National Increase		5.4%	4.3%	4.2%	1.1%	(3.8)%	3.0%	3.0%	7.2%
CPI		1.7%	2.9%	3.4%	1.8%	2.1%	2.2%	3.0%	3.8%

Sources: FY 2005-06 State Higher Education Finance (SHEF) data

CPI, U.S. Department of Labor, data is calculated to July 1– June 30.

AVERAGE FACULTY SALARIES

Performance Indicator

The average faculty salaries (all ranks) compared to national averages and peer institutions.

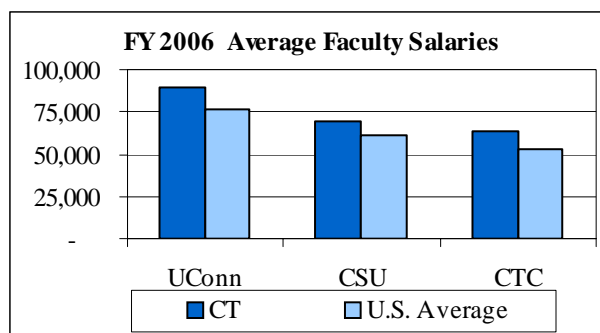
Data Analysis

Compared to the national average of public colleges and universities with similar missions, Connecticut's faculty rank high in salary levels. The difference is partially explained by the higher cost-of-living in Connecticut compared to some other regions of the country.

The average faculty salaries at all three constituent units increased over last year ranging from a high of 5.0% at CSU to a low of 3.6% at CTC with UConn sandwiched between at 3.8%. Last year, UConn's average faculty salary was \$89,268, compared to a national average of \$76,361, or 16.9% higher. CSU's averages also were higher than the national average for four-year public comprehensive institutions at \$69,833, compared to \$61,248 (14.0% higher). Lastly, the CTCs average of \$62,198 was 18.0% higher than the \$52,712 national average. Over the past decade, UConn and CTCs faculty salaries have grown at a slower rate than both peers and the national average while CSU faculty salaries have grown slightly faster. These figures do not take into account age and tenure of faculty, which also could explain part of the differential.

When compared to peers, all Connecticut institutions consistently exceed their peer averages. UConn and CSU exceed their peer group averages by about 7%, while the community college gap has declined from 27% in FY 1996 to 19% in FY 2006. Over the past decade, UConn and CTC faculty salaries have been on the decline as a percentage of the national average, while CSU had remained fairly stable until experiencing a slight up-tick in 2006. In general, salaries are growing at roughly the same rate across the nation as in Connecticut at comprehensive institutions, while growing slower compared to the nation at research institutions and community colleges. Part of this slower growth can be attributed to the 2003 early retirement program.

How do Connecticut's faculty compensation rates compare to the other states?



	FY 1996	FY 2004	FY 2005	FY 2006	Change 1-yr	Change 10-yr
University of Connecticut	67,363	83,684	85,960	89,268	3.8%	32.5%
Peer Average	57,543	81,968	81,566	83,215	2.0%	44.6%
National Average	55,190	71,901	74,083	76,361	3.1%	38.4%
Connecticut State University	53,291	63,937	66,528	69,833	5.0%	31.0%
Peer Average	50,417	62,480	63,594	65,027	2.3%	29.0%
National Average	47,350	58,629	60,074	61,248	2.0%	29.4%
Community College System	51,139	59,729	60,045	62,198	3.6%	21.6%
Peer Average	40,402	49,432	50,777	52,506	3.4%	30.0%
National Average	41,970	51,088	53,084	52,719	-0.7%	25.6%

AVERAGE FACULTY SALARIES

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Change 02-06
University of Connecticut	82,386	85,646	83,684	85,960	89,268	8.4%
Peer Average	77,780	78,226	81,968	81,566	83,215	7.0%
US Average Public Doctoral Inst.	68,717	70,357	71,901	74,083	76,361	11.1%
Connecticut State University						
Central CSU	62,478	65,240	63,372	65,773	68,675	9.9%
Peer Average	60,749	63,038	63,649	65,313	66,329	9.2%
Eastern CSU	58,374	61,304	59,882	63,463	66,557	14.0%
Peer Average	56,117	58,724	58,710	60,047	61,280	9.2%
Southern CSU	63,865	66,591	64,595	66,664	70,507	10.4%
Peer Average	60,690	62,056	64,359	65,357	66,942	10.3%
Western CSU	65,879	70,419	67,748	70,685	74,026	12.4%
Peer Average	58,067	61,359	61,306	61,353	63,379	9.1%
US Average Public Comprehensive Inst.	57,104	58,440	58,629	60,074	61,248	7.3%
Community Technical College System						
Asnuntuck CC	66,401	61,712	67,641	66,778	71,228	7.3%
Northwestern CT CC	56,707	56,134	58,122	60,845	64,359	13.5%
Quinebaug Valley CC	56,162	47,906	53,051	52,487	55,650	-0.9%
Peer Average	37,753	36,993	39,630	42,050	44,581	18.1%
Capital CC	63,585	60,029	60,763	60,288	62,101	-2.3%
Gateway CC	62,468	65,405	65,525	65,132	67,359	7.8%
Housatonic CC	55,472	55,090	57,310	57,535	59,318	6.9%
Peer Average	49,802	50,723	51,843	52,940	55,347	11.1%
Middlesex CC	61,131	58,253	60,948	61,874	65,487	7.1%
Tunxis CC	57,516	55,064	58,295	59,383	62,255	8.2%
Three Rivers CC	58,912	62,149	59,341	58,609	60,234	2.2%
Peer Average	42,285	43,327	45,257	46,919	48,840	15.5%
Manchester CC	57,550	59,274	57,808	58,721	61,829	7.4%
Naugatuck Valley CC	59,646	61,453	61,445	61,173	61,748	3.5%
Norwalk CC	55,176	57,758	56,397	57,974	59,290	7.5%
Peer Average	51,491	53,068	54,687	55,913	56,694	10.1%
US Average 2-year Public Institutions	47,934	51,824	51,088	53,084	52,719	10.0%



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UNIVERSITY OF CONNECTICUT

The University of Connecticut includes the Storrs main campus, five regional campuses (Avery Point, Stamford, West Hartford, Torrington and Waterbury), the School of Social Work in West Hartford and the Law School in Hartford. The University's Health Center in Farmington includes Schools of Medicine and Dental Medicine, selected graduate programs, medical and dental clinics, and the John Dempsey Hospital.

Mission

The University serves as the state's flagship higher education institution; functions as a center for research and excellence in fulfillment of its land grant status and meets educational needs of undergraduate, graduate, professional and continuing education students. The Health Center provides outstanding health care education in an environment of exemplary patient care, research and public service. This includes educational opportunities for state residents pursuing careers in medical and dental care, public health, and biomedical and behavioral sciences as well as continuing education programs for health care professionals; and furthering Connecticut's economic development by translating research into new technologies, products, and jobs.

Overview

UConn has 14 Schools and Colleges offering 8 different undergraduate degrees and 105 majors. At the graduate level, 16 different degrees are offered in 90 fields of study as well as five professional degrees.

The University continues to upgrade its physical plant through construction, renovation, and the purchase of state-of-the-art education and research equipment. *21st Century UConn*, the multi-year successor to *UConn 2000*, our landmark ten-year capital improvement program, supports infrastructure development and improvement at Storrs, the regional campuses and the Health Center. In the years since the initiation of UConn 2000 in 1995, enrollment and SAT scores have increased significantly, prominent new faculty continue to be recruited, sponsored research initiatives are producing tangible results, and fundraising success continues.

Undergraduate enrollment has grown from 14,667 in Fall 1995 to 20,784 in Fall 2006, an increase of 42%. Minority undergraduate enrollment has increased from 2,183 to 4,028, an increase of 85%, and freshman minority enrollment has increased 96%. SAT scores for students at the Storrs campus have climbed from 1113 to 1195 since Fall 1996, the first year of re-centered SAT scores. Since FY 96, research awards that reflect faculty and graduate program success grew from \$98.4 to \$181.8 million, an increase of 85%.

The Health Center continues to successfully implement its Strategic Plan, designed to capitalize on education, research and clinical strengths. The plan provides the framework for program enhancement and growth in four Signature Programs: Cancer, Cardiology, Musculoskeletal Medicine and Connecticut Health.

These performance measures are congruent with the University's long-term goals. Themes of excellence, access, affordability, state partnership in economic development, response to the needs and problems of society, and efficient use of resources run prominently through our goals and these measures of performance.

Peers for the University of Connecticut

Peer selections were based on the University of Connecticut's review of a list of peer institutions generated consistent with a model developed by the Connecticut Department of Higher Education.

The University of Connecticut and the Connecticut Department of Higher Education agreed upon the following peers. The peers for Storrs and the Regional Campuses changed effective with the 2006 report because the University's progress made it appropriate to set a new peer group more in keeping with its aspirations.

Storrs & Regional Campuses

Iowa State University

University of Iowa

University of Georgia

University of Minnesota — Twin Cities

University of Missouri — Columbia

Ohio State University — Main Campus

Purdue University

Rutgers State University — New Brunswick

Institution was included in prior approved list.

Health Center

School of Medicine:

Louisiana State University

University of Massachusetts

University of Medicine and Dentistry of New Jersey System

University of Missouri

University of Nebraska

University of Tennessee

SUNY Health Science Center at Brooklyn

School of Dental Medicine:

University of Maryland

University of Medicine and Dentistry of New Jersey System

SUNY Stony Brook

LICENSURE & CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification exams. (*Storrs+ & Health Center*)

Performance Improvement Goal

To continue passing rates of between 95% and 100% on national exams, especially medical and dental exams.

Data Analysis

Passing rates are a strong indication of learning, competence, and readiness for professional practice. Our medical and dental students' pass rates have been outstanding on national certification exams that allow them to move to residency, their next phase of preparation. The National Boards of Medical and Dental Examiners Step 1 exams are given to *first-time test takers* at the end of the 2nd year; Step 2 Medical and Part 2 Dental exams are given in the 4th year.

Student Performance on National Medical and Dental Exams					
% Passing Exams	FY02	FY03	FY04	FY05	FY06
National Board of Medical Examiners					
Step 1: UCHC	100%	99%	99%	97%	94%
National	91%	92%	92%	92%	93%
Step 2: UCHC	100%	100%	97%	99%	99%
National	96%	94%	94%	94%	94%
National Board of Dental Examiners					
Part 1: UCHC	100%	100%	100%	100%	100%
National	90%	93%	92%	91%	89%
Part 2: UCHC	100%	100%	100%	100%	100%
National	92%	94%	92%	92%	95%

Source: National Boards of Medical and Dental Examiners

Nursing Licensure and Teacher Education Praxis II exam passing rates currently are excellent in occupational areas with significant manpower shortages. Pass rates of UConn Law School graduates who are first-time bar exam takers consistently exceed national and state averages (the Connecticut Bar average pass rate for all test takers in 2006 is 77%). Connecticut Information Technology Institute was recently designated a training site to prepare students for national Project Management Professional (PMP) certification. The table below presents recent pass rates on selected exams.

Student Performance on Licensure & Certification Exams in Selected Programs				
	FY04	FY05	FY06	Goal
State Bar	94%	90%	89%	85-90%
Teacher Education Praxis II	100%	100%	100%	100%
Nursing Licensure	82%	95%	92%	100%
North American Pharmacist Licensure	94%	97%	94%	100%
Audiology National Clinical Certification	100%	100%	100%	98%
Speech Language National Clinical Certification	96%	96%	96%	100%
Allied Health: Physical Therapy	100%	100%	100%	100%
Allied Health: Other Programs* - Average	98%	98%	97%	98%

*Cytotechnology, Diagnostic Genetic Sciences, Medical Technology.

Source: University of Connecticut Schools and Colleges from test administration records

TEACHER, PRINCIPAL, SUPERINTENDENT EMPLOYMENT

Performance Indicator

Percent and number of graduates employed as teachers, principals, and superintendents.
(Storrs+)

Performance Improvement Goal

That 98% to 100% of graduates of teacher preparation programs obtain employment as teachers.

Data Analysis

The number of students admitted to the Neag School of Education Teacher Education Program's two components (IB/M, TCPCG) has increased over time. Of particular note is the number in the areas of critical shortages (e.g., Mathematics, Science, Special Education). This will further increase with the expansion of the program to the Waterbury Campus next year. Nearly all Neag School of Education graduates have jobs teaching in public schools upon graduation based on annual surveys of graduates. The table below summarizes graduates employed in teaching positions in recent years.

Teacher Employment by Year of Graduation from Neag School of Education						
<i>(e.g., 2005 grads surveyed in 2005-06)</i>	2001	2002	2003	2004	2005	2006 est.
Program Completers	98	110	106	134	158	173
% Employed in Teaching Positions	100%	94%	94%	96%	96%	96%
% Employed in Full-Time Teaching	91%	86%	92%	93%	93%	87%

Source: Neag School of Education estimates of employment of Neag graduates from Neag sources, including internet and phone surveys

Students who complete the five-year Integrated Bachelor's/Master's (IB/M) Teacher Education Program earn a Master of Arts degree in Education. The Teacher Certification Program for College Graduates (TCPCG) enables teacher preparation for Connecticut public schools for bachelor's degree recipients in such content areas as English, History, Science, Mathematics, Languages, and Agriculture. Planned expansion of the TCPCG will assist in the UConn response to the state's ongoing teacher shortage.

As of FY 06, approximately 1,700 recent program completers in Neag School of Education have teaching or other positions in Connecticut's public schools. With the assistance of the Connecticut State Department of Education, the following summary has been compiled for Neag graduates from 1998-99 through 2005-06 who are employed in Connecticut public schools in 2005-06:

- 13% are in administrative positions. This category includes: 9 superintendents; 9 associate superintendents; 67 principals; 84 assistant principals; and 46 in other school or district office administrator functions.
- 1% (14) are in quasi-administrative roles, in content coaching positions.
- 28% are teaching secondary education. Teachers in this category have the following content specializations: 31% in English, foreign languages and other humanities; 28% in mathematics; 24% in the sciences; 10% in social studies; and 7% in other topics, such as business or physical education.
- 26% are teaching elementary education.
- 2% are teaching PreK or Kindergarten.
- 4% are music or art teachers.
- 15% are involved with special education functions.
- 5% have curriculum support positions, such as technology, remedial or gifted education.
- 6% are school or guidance counselors.

Sources: Neag School of Education and Connecticut Department of Education

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Performance Indicator

Collaborative activities and programs supported by UConn in public schools.
(*Storrs+ & Health Center*)

Performance Improvement Goal

To support student learning in Connecticut's public schools with workforce development and diversity collaborations.

Data Analysis

The following summary provides this year's examples of UConn's collaborations with Connecticut's public schools. For further details on these and our many other collaborations, please visit www.uconn.edu.

Teachers for a New Era Project at UConn (TNE) is a national project funded by the Carnegie Corporation of New York with additional support provided by the Annenberg and Ford foundations to prepare exceptional teachers. The TNE project improves the quality of teachers in K-12 classrooms through three design principles: a) evidence based decision making; b) engagement of arts and sciences disciplines in the preparation of teachers; and c) clinical practice as part of the preparation of teachers and support of beginning teachers. TNE, the Neag School of Education, the College of Liberal Arts and Sciences, and the College of Agriculture and Natural Resources sponsor pre-service and in-service activities in the K-12 schools for beginning teachers. TNE also works with several school systems and the Connecticut State Department of Education to establish a state-wide database of teacher and pupil data for programmatic feedback to teacher preparation programs and educational policy makers.

Other collaborations of Neag School of Education with Connecticut's public schools:

- *Transforming School Counseling to Improve Minority Achievement:* Neag faculty and graduate students work with administrators, teachers and guidance counselors at Weaver High School and Batchelder Elementary School in Hartford and Manchester High School to help minority students to set and meet goals for higher education.
- *Husky Sport:* Operating through the Anderson Recreation Center in Hartford, Neag organizes formal sport instruction with the help of UConn student-athletes and offers life skills lessons on topics such as conflict resolution and body image. The project examines factors that limit youth physical activity participation in Hartford and offers after-school and summer activities and programming.
- *Project M3: Mentoring Mathematical Minds:* A five year collaborative research effort with 10 schools in Connecticut and Kentucky focuses on improving student attitudes about math and math achievement.
- *Connecticut's Reading Recovery Center:* Neag faculty partner with more than 40 Connecticut schools each year to improve literacy and reading skills of teachers.
- *Schoolwide Enrichment Model Reading Framework to Increase Achievement, Fluency, and Enjoyment in Reading:* The reading intervention program in several Hartford schools resulted in 90% of the students achieving sustained reading of 30-45 minutes; these students previously could not read for more than 5 minutes at a time. A pilot program is underway in two Manchester elementary schools to increase sustained reading behavior among students with short attention spans.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Data Analysis (continued)

Science, Technology, Engineering and Mathematics (STEM fields) are key areas for today's educators, and UConn addresses needs in these fields in many ways.

College of Liberal Arts and Sciences sponsors:

- *Kids Are Scientists Too (KAST)*, a summer day camp for students entering 5th to 10th grades, involves faculty and staff from the Departments of Chemistry, Physics, Molecular and Cell Biology, and Marine Sciences, and the Connecticut Archaeology Center.
- *Visiting Junior Scientist Program* for preschool-8th graders, *Kids N Chemistry* Saturday program, and *Junior Science and Humanities Symposium* are organized by the Chemistry Department.
- Mathematics Department faculty have a state-supported pilot partnership with the New Britain public schools to improve the teaching of math.
- The first-ever UConn *Physics Olympiad* for high school students took place in 2006, with 17 teams from Connecticut high schools participating in physics challenge activities at the Storrs campus. The Physics Department partners with Upward Bound in a pilot summer enrichment program to introduce high school students to hands-on physics laboratory experiences while earning UConn credits for class work. *Students' Sky Calendar* and astronomy presentations also are provided by the Physics Department in the Windham and Hartford public school districts.
- *Marine Scholars* from shoreline area high schools each year are mentored by the Marine Sciences Department and the Maritime Studies Program at the Avery Point Campus. Scholars attend seminars, work on experiments with faculty members, and learn about careers in oceanography and the marine economy.
- *BioBlitz*, a biennial species study and count organized by the Center for Conservation and Biodiversity and the Connecticut State Museum of Natural History, was last held at Two Rivers Magnet School in East Hartford, with more than 170 scientists and 30 middle school students participating. In Spring 2007, the program will be held in Middletown with the participation of Middletown students.
- *Visiting Scientists Program*, offering hands-on archaeological exploration experiences to all 4th grade classes in the Mansfield public schools, and an *Archaeology camp* for underserved students from the New Haven Cosmic Cultures program, are organized by the Connecticut State Museum of Natural History and Connecticut Archaeology Center.

School of Engineering hosts:

- *Engineering 2000*, week-long residential summer camp for promising high school juniors and seniors to explore engineering disciplines via a variety of hands-on experiments.
- *Connecticut Invention Convention*, state-wide K-12 competition held at Gampel Pavilion on the Storrs campus. For six consecutive years, it has attracted an annual attendance of 2,000.
- *Da Vinci Workshop*, five-day residential, all-expenses paid short course introducing New England (primarily Connecticut) middle and high school math/science teachers to engineering and technology concepts and academic units to add to preexisting curricula. Participating teachers earn continuing education credits.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Data Analysis (continued)

- *Galileo Project*, a multi-faceted educational program funded by the National Science Foundation and developed by the School of Engineering and the Neag School of Education, to introduce high school students and K-12 educators to core engineering concepts and problem-solving practices. The Project enriches the educational workforce with skilled technology-oriented teachers, fosters students with more diverse and practical technology skills, and enhances student career options.
- *Pre-Engineering Program (PEP)*, Saturday enrichment program for 7th, 8th, and 9th grade students that includes hands-on math and science exploratory activities aimed at increasing interest in careers involving STEM fields. PEP meets on alternate Saturdays from September through May.
- *Multiply Your Options (MYO)*, one-day workshop for 8th grade girls aimed at exposing them to female role models in STEM fields. Female facilitators with STEM careers and female role models present problem solving activities and tools for pursuing a profession in science, technology, engineering, or math.
- *BRIDGE*, five-week residential summer program for admitted underrepresented minorities and women. The program focuses on core math and science curricula that are the foundation of engineering studies.
- *Northeast Regional Science Bowl*, one-day annual tournament bringing to Storrs more than 40 high school teams from Connecticut, Rhode Island and New Hampshire. The Bowl includes both a Jeopardy-style quiz competition and a model fuel cell car race. The winning team competes at the National Science Bowl in Washington, DC.
- *Regional Chess Tournament*, first held in 2006 and planned to become an annual event, for students enrolled in grades 9-12. Top performers are eligible to receive renewable scholarships to UConn Engineering programs.
- *Engineering Student Societies*, the UConn student chapters of the National Society of Black Engineers (NSBE), Society of Women Engineers (SWE), and Society of Hispanic Professional Engineers (SHPE) conduct recruiting activities in Bridgeport and Waterbury, including visits to elementary schools to present age-appropriate engineering projects. NSBE members visit East Hartford High School each Saturday to tutor and mentor students.
- *PATHS to the Future: A Community of Learners*, program to help urban students prepare for, and aspire to, a college education. A five-year grant from the U.S. Department of Education enabled Engineering and Family Studies faculty to work with students at Batchelder, a K-8 Hartford public school. Dramatic increases in the number of students graduating from high school (90%) and the number proceeding to post-secondary education (50%) resulted in the cohort groups.

School of Business provides:

- *Connecticut Information Technology Institute (CITI)* training in technology to Stamford City Schools through Stamford Board of Education's \$15 million grant from GE. Stamford is one of only three school districts in the country to receive this grant under the STEM Program. CITI received such high evaluation scores (96/100) that two other schools are studying the Stamford/UConn-CITI model to improve their own programs.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Data Analysis (continued)

- CITI support for the Academy of Information Technology & Engineering (AITE), a state of the art technology high school in Stamford and the only regional magnet high school for technology in the state.

College of Agriculture and Natural Resources and its Cooperative Extension Program sponsors:

- *Connecticut State FFA Career Development Events Competition* for high school agriculture Science students.
- *High School Student Internships* for students in the Bloomfield High School Agriculture and Technology Program to work with UConn postdoctoral fellows and graduate students in laboratories.
- *Collaboration with High School Biology Teachers* at Edwin O. Smith High School to develop new experiential learning experiences for students in laboratory modules on molecular genetics, protein modeling, and information transfer linking gene sequences to whole organism (plant) functioning.
- *Beetle Farmer Program*, to rear beetles for the control of invasive plants. Schools, families, Scouts, organizations and the public participate in this program.
- *Connecticut Curriculum for Integrated Pest Management (IPM)* for school children and 4-H Youth, focused on the state science standards for K-12, and IPM workshops for teachers.
- *Classroom Incubator Management* instruction to teachers, including embryology and in-vitro observation of chicks growing outside of the shell. Approximately 460 students were involved last year.
- *4-H LIFT (Learning, Interaction, Friends, and Talents)*, an after-school program serving students in grades 5-8 in Windham Middle School, this year enrolled 125 students, about 12% of the total school population.
- *4-H Center at Auer Farm*, providing hands-on science education opportunities for 19,000 students (pre-K-6 grades primarily) in the Hartford City and Bloomfield Schools.
- *Fairfield County 4-H Program* partnership with Danbury Schools to improve workforce readiness, business organization, money management, and entrepreneurial skills.
- *Adventures of Lead Busters Club*, a Cooperative Extension System and Family Studies partnership to teach Hartford 1st and 2nd graders the hazards of lead poisoning.

Additional University collaborations with Connecticut public schools include:

- *University Symphony Orchestra*, enabling public school musicians to rehearse and perform with School of Fine Arts faculty.
- *Community School of the Arts*, coordinated by the Center for Continuing Studies (CCS), for school age youth through early childhood music programs, musical theatre, art, dance and music classes, and camps.
- *Homeland Security Program*, CCS training for school systems on emergency preparedness and preventing targeted violence in schools.
- *Healthy Schools Collaborative*, coordinated by the School of Nursing, to develop best practices for public schools around health topics, especially obesity, for 6 school districts: Groton, Waterford, New London, Ledyard, Montville, and Stonington.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Data Analysis (continued)

- *Healthy Kids are Happy Kids*, a Nursing program at an elementary school in Groton, to provide physical activity and nutrition classes for grades 4-5 during lunch and recess.
- *Science fair judges* and career day presenters, provided by School of Pharmacy faculty.
- Federally sponsored *Safe Schools/Healthy Students* initiative, a partnership of the School of Social Work with the Hartford Public Schools, to reduce the incidence of alcohol, drug use and violence in the schools and to improve school bonding and school performance. Student interns serve in school-based student family assistance centers and mental health clinics. The School's Institute of Violence Prevention and Reduction also contributes to the initiative.
- *MSW Student Internship Program*, with 74 graduate social work students each completing internships of 560 hours in school or related settings throughout the state. The School also offers certification in school social work.

College of Liberal Arts and Sciences:

- Political Science Department provides *United Nations Programs* for high schools and the *GlobalEd Project* for training middle and high school teachers in information technology, social sciences, and computer-assisted simulations in international affairs.
- History Department works with the Capital Region Education Council (CREC) to improve the teaching of history in secondary schools.
- Writing Center in the Department of English offers a *Writing Tutorial Center* at Hartford Public High School.
- Modern and Classical Languages Department hosts teachers and students from a variety of schools at the *Latin American Theater Conference*. It also provides Early College Experience courses in French, German, Spanish, Italian, and the Classics in high schools.

Early College Experience (ECE) Program:

- The University offers in 120 Connecticut high schools 37 different first-year University courses in the high school setting, enabling high school students to earn high school and college credits concurrently. Early College Experience courses, formerly known as High School Cooperative courses, are equivalent to those offered at the University and are taught by 542 high school teachers certified as adjunct faculty in the University's ECE Program. The following chart summarizes the recent growth in high school student participation in the program.

High School Student Enrollment in UConn's College-Level ECE Courses						
	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
ECE Enrollments	2,381	3,208	2,466	3,490	2,724	3,813

First-time Fall Freshmen with ECE College Credits						
	Fall 2003	% of Total First-Time	Fall 2004	% of Total First-Time	Fall 2005	% of Total First-Time
Storrs+ Freshmen	609	15%	635	15%	774	18%
Average ECE Credits Earned at Entry	8.6		8.7		8.5	

Source: UConn Early College Experience Program and UConn Office of Institutional Research

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Data Analysis (continued)

A variety of diversity initiatives, in addition to those mentioned in preceding paragraphs, contribute to the University's continuing collaborations with public schools to improve the high school graduation rates and college persistence and graduation rates of all of Connecticut's students. The Louis Stokes Alliance for Minority Participation (LSAMP) Leadership and Academic Enhancement Program is part of an alliance of New England institutions that receives funding through the National Science Foundation to strengthen the preparation, representation, and success of historically underrepresented students in the science, technology, engineering, and mathematics (STEM) fields. Participants engage in community service projects helping other historically underrepresented students in middle and high school.

The Center for Academic Programs (CAP), in association with Undergraduate Admissions, works with public school students from underrepresented groups:

- *Gear-Up* encourages New Haven 6th graders to complete high school and attend college.
- *Educational Talent Search* prepares New Haven and Windham middle and high school students from low income backgrounds for college.
- *Upward Bound/ConnCAP Program* promotes high school completion and college placement to 9th graders in Hartford, New Haven, Waterbury, and Windham with academic year activities and a summer program.
- *Student Support Services Program* provides pre-freshman summer program assistance to students admitted to UConn.

Health Center diversity initiatives include the following:

- *Great Explorations Middle School Program* provides enrichment activities for 6th graders and after school programs for 7th and 8th graders at target schools in the Hartford Public School system.
- *Jumpstart Saturday Academy and Summer Programs*, held at UConn Greater Hartford Campus, provides math, language, arts and sciences instruction for 9th and 10th graders to increase knowledge and understanding in these areas while developing interest in health careers.
- *Juniors Doctors Academy*, designed for students with at least a B average, develops math and language skills, prepares students for the SAT, and encourages them to pursue careers in the health professions.
- *Health Professions Academy* at Bulkeley High School and the *Health Careers Academy* at Weaver High School offer academic enrichment programs sponsored by the Department of Health Career Opportunity Programs and include opportunities for student interactions with Health Center faculty and staff to enhance interest in health professions.

Examples of other diversity enhancement activities this year:

- School of Pharmacy faculty work with the New Haven Public Schools to increase the number of underrepresented minorities in pharmacy.
- UConn Chapter members of *Student National Pharmaceutical Association (SNPhA)*, representing minority pharmacists, serve as mentors for high school students interested in a career in pharmacy or the health sciences.
- *Teenage Minority Business Program*, developed by the School of Business, provides high school students the opportunity to visit UConn and interact with faculty, students, and alumni.
- *Connections Mentoring Program* of the School of Law promotes legal education opportunities with high school students from historically underrepresented groups, and its *Street Law Seminar* provides information on legal issues.

MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (Black, Hispanic, Asian and Native American) enrolled compared to the proportions in the state's population, 18 years of age and older. (*Storrs+ & Health Center*)

Performance Improvement Goal

To have UConn's minority enrollment reflect the state's minority population.

Data Analysis

Minority enrollment at the Storrs and the Regional Campuses increased by 29%, and at the Health Center grew by 18%, between Fall 2002 and Fall 2006. Our aspiration is to have the student body reflect the ethnic composition of the state. In 2004, 24% of the state's public high school graduates were minority students and about 81.6% continued their education after high school, with 57.4% going to 4-year colleges. The proportion of students who are minorities at Storrs and the regional campuses grew from 15.2% in Fall 2002 to 17.7% in Fall 2006, reflecting dramatic increases in freshman minority enrollment. This is moving toward our goal. Diversity is promoted by UConn's many multicultural centers, including the African American, Puerto Rican and Latino, and Asian American Cultural Centers. Our Health Center also promotes diversity via early collaborative efforts with K-12 students, college preparatory programs, financial aid initiatives and support services. Health Center current minority enrollment of 26.9% exceeds minorities as a percentage of the state's population. UConn addresses minority recruitment proactively through many programs, a number of which are highlighted in the section on "*Collaborative Activities with Public Schools.*"

Total Minority Enrollment						
Fall Semester	2002	2003	2004	2005	2006	% Change 2002-06
Minority Enrollment						
Storrs+	3,847	4,149	4,424	4,787	4,958	28.9%
% of Total Enrollment	15.2%	15.9%	16.3%	17.3%	17.7%	
Health Center	111	114	127	131	131	18.0%
% of Total Enrollment	24.0%	24.1%	26.2%	27.0%	26.9%	
<i>CT Population</i>	20.7%	20.7%	20.7%	23.5%	23.5%	
<i>CT Population 18+</i>	18.5%	18.5%	18.5%	21.4%	21.4%	

Source: IPEDS Enrollment Survey; U.S. Census 2000 (for 2002-2004 CT population); U.S. Census 2005 (for 2005-2006 CT population). IPEDS definition excludes non-resident aliens in minority counts.

The table on the following page indicates that at Storrs and the regional campuses the percentages of students who are Black, Hispanic, and Asian American have increased between Fall 2002 and Fall 2006. Additional minority students are among the international students separately reported in the IPEDS Survey. In Fall 2006, internationals at Storrs and regional campuses included 938 from Asian countries, 124 from Spanish-speaking countries, and 81 from African countries.

MINORITY ENROLLMENT

In numbers of students at Storrs+, from Fall 2002 to Fall 2006, Blacks increased 32% (from 1,182 to 1,556), Hispanics 24% (from 1,202 to 1,487), Asian Americans 31% (from 1,379 to 1,812), and Native Americans 23% (from 84 to 103). Two-thirds of the increase in minority enrollments occurred at the main campus and in Storrs-based graduate programs; one-third of the increase was at the regionals. At the Health Center, Blacks now comprise 11.7% of students compared to 9.4% in Fall 2002.

Enrollment by Ethnic Group					
Black	2002	2003	2004	2005	2006
Storrs+	4.7%	5.1%	5.2%	5.6%	5.6%
Health Center	9.4%	9.2%	10.1%	11.3%	11.7%
<i>CT Population</i>	8.7%	8.7%	8.7%	9.2%	9.2%
<i>CT Population 18+</i>	7.9%	7.9%	7.9%	8.5%	8.5%
Hispanic	2002	2003	2004	2005	2006
Storrs+	4.7%	4.8%	5.0%	5.1%	5.3%
Health Center	3.0%	2.6%	3.3%	4.1%	3.9%
<i>CT Population</i>	9.4%	9.4%	9.4%	10.9%	10.9%
<i>CT Population 18+</i>	8.0%	8.0%	8.0%	9.5%	9.5%
Asian American	2002	2003	2004	2005	2006
Storrs+	5.4%	5.7%	5.8%	6.4%	6.5%
Health Center	11.1%	12.4%	12.0%	11.1%	10.9%
<i>CT Population</i>	2.4%	2.4%	2.4%	3.2%	3.2%
<i>CT Population 18+</i>	2.4%	2.4%	2.4%	3.2%	3.2%
Native American	2002	2003	2004	2005	2006
Storrs+	0.3%	0.3%	0.3%	0.3%	0.4%
Health Center	0.2%	0.2%	0.6%	0.4%	0.4%
<i>CT Population</i>	0.2%	0.2%	0.2%	0.2%	0.2%
<i>CT Population 18+</i>	0.2%	0.2%	0.2%	0.2%	0.2%
Total Minority	2002	2003	2004	2005	2006
Storrs+	15.2%	15.9%	16.3%	17.3%	17.7%
Health Center	24.0%	24.1%	26.2%	27.0%	26.9%
<i>CT Population</i>	20.7%	20.7%	20.7%	23.5%	23.5%
<i>CT Population 18+</i>	18.5%	18.5%	18.5%	21.4%	21.4%

Source: IPEDS Enrollment Survey; U.S. Census 2000 (for 2002-2004 CT population); U.S. Census 2005 (for 2005-2006 CT population). IPEDS definition excludes non-resident aliens in minority counts. In Fall 2006, 5.3% of the Storrs/Regionals and 3.9% of Health Center students were internationals.

OPERATING EXPENDITURES FROM STATE SUPPORT

Common Core Performance Indicator

Total state appropriations including general fund fringe benefits and state support for student financial aid, but excluding capital equipment purchased with bond funds, as a percent of total education and general expenditures (*Storrs+*) and total expenditures (*Health Center*).

Performance Improvement Goal

To maintain a constant portion of operating funds from state appropriations.

Data Analysis

The IPEDS data used for peer comparisons in expenditures, and shown in the table below, reflects a key change in methodology that occurred in FY 02. Starting then, the presentation of the University financial statements was changed to conform to new Governmental Accounting Standards Board (GASB) requirements. The table indicates that the trend in state support as a percent of operating expenditures is declining. Adequate levels of funding are imperative to meet the growing demand for an education.

For Storrs and the Regional Campuses, from the comparison table, E&G operating expenditures from state support were calculated as follows:

- Education and General funding included total operating funds plus state support plus gifts including contributions from other organizations minus sales and services of auxiliary enterprises.
- State support, including general fund fringe benefits and state support for student financial aid, was divided by Education and General (E&G).
- Because UConn is a research university with an extremely high percentage of undergraduates residing on campus, data for the Storrs+ program in terms of state support for total expenditures are provided in Appendix 1.

For Health Center, total expenditures provided an appropriate base to incorporate the large portion of its budget devoted to hospital and clinical services. See Appendix 1 for further information on state support for the Health Center. The percentages shown below for Health Center include state funding for the Correctional Managed Health Care Program, for which there is no comparison among the Health Center's peers.

Operating Expenditures from State Support					
	FY 02	FY 03	FY 04	FY 05	4-Year Average
State Support as Percent of E&G Expenditures					
Storrs+	53.8%	51.6%	49.1%	48.2%	50.7%
Peer Average	32.9%	30.8%	27.7%	26.1%	29.4%
State Support as Percent of Total Expenditures					
Health Center	22.3%	20.4%	20.4%	20.0%	20.8%
Peer Average	19.6%	21.7%	25.6%	26.0%	23.2%

Source: IPEDS Revenues Survey

Note: Starting in FY 02, the presentation of University financial statements was changed to conform to new Governmental Accounting Standards Board (GASB) requirements.

REAL PRICE TO STUDENTS

Common Core Performance Indicator

Tuition and mandatory fees for a full-time, in-state undergraduate student as a percent of median household income for the State.

(Storrs+ & Health Center)

Performance Improvement Goal

To remain competitive in price of attendance for in-state students relative to Connecticut median household income.

Data Analysis

In FY 05, the cost of attending UConn relative to Connecticut median household income was 13.2%, compared to 10.5% in FY 01. The gap between UConn and its peers narrowed from 1.2% points higher for UConn in FY 01 to 0.1% points lower for UConn in FY 05 as tuition and fees of the peers increased by 55.7% between FY 01 and FY 05 while UConn tuition and fees increased by 33.9% in those four years.

Although tuition and fees at the University of Connecticut are higher than the average of their peers, that is primarily a function of geographic location and related cost-of-living factors. Tuition and fees for the University of Connecticut and other public schools in the northeast consistently rank high nationally among public universities largely due to the impact of the cost of living and its effect on collective bargaining increases. For information on UConn compared to other institutions in the northeast, see Appendix 2.

Tuition & Fees as a Percent of State's Median Household Income						
	FY 01	FY 02	FY 03	FY 04	FY 05	% Change 2001-05
Median Household Income						
Connecticut	\$53,347	\$53,387	\$54,965	\$55,100	\$56,835	6.5%
Peer Average	44,501	45,669	46,057	46,182	48,519	9.0%
Tuition & Fees						
Storrs+	\$5,596	\$5,824	\$6,154	\$6,812	\$7,490	33.9%
Peer Average	4,157	4,481	5,210	5,934	6,474	55.7%
Tuition & Fees as % of Median Household Income						
Storrs+	10.5%	10.9%	11.2%	12.4%	13.2%	
Peer Average	9.3%	9.8%	11.3%	12.8%	13.3%	

Sources: UConn Office of the CFO, Connecticut Department of Higher Education, U.S. Census Bureau

The DHE tuition and fees policy for the Health Center calls for rates to be between the 70th and 75th percentile of public medical and dental schools, nationally. Annual tuition and fees for in-state UConn School of Medicine students for FY 2005 is \$19,600; for the School of Dental Medicine in-state students it is \$16,419. Having the second lowest rate, the UConn School of Medicine's resident rate compares favorably to what our peer institutions charge their residents.

STUDENT AID

Performance Indicator

Percent of financial aid from State support.
(*Storrs+ & Health Center*)

Performance Improvement Goal

To improve access and educational opportunities for residents of Connecticut with State supported student financial aid.

Data Analysis

From FY 02 to FY 06, UConn's total financial aid funding increased 59.0%, and state dollars for UConn financial aid increased by 1.1%. As a percent of total student financial aid (including grants, loans, tuition waivers and student employment), state support declined from 6.0% in FY 02 to 3.8% by FY 06.

State Support of Student Financial Aid at the University of Connecticut

(in \$millions)	FY 02	FY 03	FY 04	FY 05	FY 06	% Change 2002-06
State Support	\$8.7	\$8.2	\$7.8	\$8.0	\$8.8	1.1%
Total Financial Aid	\$145.3	\$169.3	\$197.1	\$216.3	\$231.0	59%
State Student Financial Aid as a Percent of Total Student Financial Aid	6.0%	4.8%	4.0%	3.7%	3.8%	

Source: UConn Office of the CFO

IPEDS Student Financial Aid data includes scholarships and fellowships expenses (federal, state and institutional grants) but excludes loans, tuition waivers and student employment. As reported by IPEDS, UConn is below the peer average in percent of student financial aid that comes from State support. The Health Center exceeds peers in total financial aid per student.

IPEDS Student Financial Aid Peer Comparisons

	FY 01	FY 02	FY 03	FY 04	FY 05
State Grants as a Percent of Total Gross Scholarships & Fellowships					
Storrs+	20.5%	17.9%	15.6%	13.5%	12.7%
Peer Average	34.0%	19.2%	20.5%	15.5%	15.5%
Health Center	0.0%	0.0%	0.0%	0.0%	0.0%
Peer Average	9.1%	7.5%	23.0%	23.0%	22.5%
Total Scholarships & Fellowships Per Student					
Storrs+	\$1,799	\$2,030	\$2,032	\$2,178	\$2,289
Peer Average	\$1,999	\$2,075	\$2,260	\$2,538	\$2,675
Health Center	\$2,464	\$2,707	\$3,026	\$3,791	\$5,814
Peer Average	\$1,820	\$2,176	\$2,193	\$2,369	\$2,551

Source: IPEDS Revenues Survey

Past increases in State support have helped to ensure access for students in need and those with meritorious academic records. Future increases would renew the upward trend as costs of providing a first-class education rise, particularly with growing enrollments. UConn considers access and affordability as a top priority and is strongly committed to provide even more assistance for student aid, both need-based and merit/talent-based. See Appendix 3 for further information.

CONNECTICUT FRESHMEN

Performance Indicator

Number and percent of Storrs+ freshmen and Health Center first-time first-year students who are Connecticut residents. (*Storrs+ & Health Center*)

Performance Improvement Goal

Percent of incoming freshmen from CT:

Storrs+: 70% - 75%

Medical School: 70% - 80%

Dental School: 30% - 40%

Data Analysis

The increase of in-state first-time first-year students attending UConn (13% more Connecticut resident freshmen in FY 06 compared to FY 02) is attributable to various factors, including the quality of UConn's academic programs, effective recruiting, the impact of UCONN 2000, enhanced merit and need-based aid, exposure from successful athletic programs, responsive student services, and fundraising success.

While efforts to recruit out-of-state students continue to broaden our student population base and enrich the college experience, we recognize the value of keeping our state's students at home. UConn has contributed to the state's reversal of the "net exportation of students" trend. The University of Connecticut is dedicated to in-state students and, at the same time, achieving its fullest potential as a national institution. Geographic diversity brings regional, national and international perspectives and connections, and enhances our visibility.

At the Health Center's School of Medicine, more than three-fourths of the first-time students are from Connecticut. The School of Dental Medicine's proportion of in-state students is not as high. While continuing to attract many outstanding out-of-state students electing to practice in Connecticut upon graduation (brain gain for the state), who also help meet diversity goals and goals for producing graduates capable of careers in academic medicine, the School has instituted programs to increase the pool of qualified in-state applicants. For information on specific programs, please refer to UConn's "*Collaborative Activities with Public Schools*" section or visit the UConn Admissions Office website, <http://www.admissions.uconn.edu>.

First-Time First-Year Enrollment						
Fall Semester	2002	2003	2004	2005	2006	% Change 2002-06
Storrs+						
Total First-Time First-Year	4,035	4,117	4,275	4,246	4,381	8.6%
Total from CT	2,994	3,166	3,258	3,317	3,375	12.7%
Percent from CT	74%	77%	76%	78%	77%	
Health Center						
School of Medicine						
Total First-Time First Year	75	74	78	79	80	6.7%
Total from CT	60	53	61	60	67	11.7%
Percent from CT	80%	72%	78%	76%	84%	
School of Dental Medicine						
Total First-Time First Year	43	40	41	38	39	-9.3%
Total from CT	19	14	13	8	19	0.0%
Percent from CT	44%	35%	32%	21%	49%	

Source: Storrs+ - UConn Office of Institutional Research; Health Center—HC Health Affairs Policy Planning

DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percent of degrees conferred by credit program. (*Storrs+ & Health Center*)

Performance Improvement Goal

To increase degree programs essential to strengthen workforce development.

Data Analysis

UConn has 14 Schools and Colleges offering 8 different undergraduate degrees in 105 majors, 16 different graduate degrees in 90 fields of study, and 5 professional degrees. A total of 6,524 degrees were conferred in FY 06.

- From FY 02 to FY 06 Bachelor's degrees increased by 47%, Master's degrees by 28%, Doctoral degrees by 39%, and Professional degrees by 17%. Overall, there was a 39% increase in all degree levels.
- Connecticut Department of Labor recently projected that there will be a critical need in areas commonly referred to as "STEM" - Science, Technology, Engineering and Math. The increase in science, engineering and technology bachelor's and master's degrees conferred is especially heartening in light of this need.
- UConn's School of Engineering, offering programs in chemical, civil, computer, electrical, materials science, and mechanical engineering, conferred 59% more bachelor's degrees (266 vs. 167), 64% more master's degrees (105 vs. 64), and 160% more doctoral degrees (52 vs. 20) in FY 06, compared to FY 02.
- The disciplines included in UConn's focused workforce development in life sciences (agriculture, biological sciences, ecology and evolutionary biology, molecular and cell biology, physiology and neurobiology, and psychology) generated 78% more bachelor's degrees (816 vs. 458) and 26% more graduate degrees (145 vs. 115) since FY 02.
- Biomedical sciences master's and doctoral degrees in programs shared by the Health Center and Storrs Campus increased by 24% from FY 02 (58) to FY 06 (72).
- From FY 02, when the School of Pharmacy graduated its second class of professional (Pharm.D.) pharmacists, to FY 06, the School has produced a total of 362 Pharm.D.'s.
- In the School of Education, bachelor's programs preparing teachers in liberal arts and sciences disciplines (omitted in the federal classification of "Education" in the table below) increased 67% from FY 02 (30) to FY 06 (50). Teacher Education programs (including kinesiology, educational psychology and high school teacher preparation focused on liberal arts and sciences), resulted in 65% more master's degrees in FY 06 (310) compared to FY 02 (188). The sixth year diplomas increased from 48 to 89 in that time period. Doctoral degrees in education declined 31%, from 51 to 35, because of increased selectivity in graduate program admissions. The federal classification below overstates the decline in Education in FY 05 and FY 06 because educational psychology doctoral degrees were newly defined as Social Sciences in the revised federal classification.
- School of Business programs in accounting, finance, health systems management, management, marketing and information management produced 23% more bachelor's degrees in FY 06 than in FY 02.
- Among bachelor's degrees, the federal program areas of humanities, arts and communications grew 40%, and liberal arts and multi-interdisciplinary studies grew by 41% as general education curriculum options expanded.

Program Category (federal classification)	1990 classification			2000 classification		% Change FY 02-FY 06
	FY 02	FY 03	FY 04	FY 05	FY 06	
ASSOCIATE'S DEGREES						
Business (<i>Animal Science & Horticulture</i>)	22	22	11	29	24	9%
BACHELOR'S DEGREES						
Business	484	563	531	653	722	49%
Health/Life Sciences	373	393	460	435	628	68%
Sciences/Engineering/Technology	329	381	388	387	408	24%
Social Sciences	590	809	952	1,028	1,073	82%
Liberal Arts, Multi/Interdisciplinary	314	351	362	401	442	41%
Humanities/Arts/Communications	452	601	606	573	631	40%
Social & Public Services	240	265	267	245	227	-5%
Education	106	114	107	94	100	-6%
Total	2,888	3,477	3,673	3,816	4,231	47%

DEGREES CONFERRED BY CREDIT PROGRAM

Data Analysis (continued)

Program Category (federal classification)	1990 classification			2000 classification		% Change FY 02-FY 06
	FY 02	FY 03	FY 04	FY 05	FY 06	
POST-BACCALAUREATE CERTIFICATES	18	27	23	37	32	78%
MASTER'S DEGREES						
Business	331	350	313	367	347	5%
Health/Life Sciences	127	142	148	150	170	34%
Sciences/Engineering/Technology	115	157	136	201	162	41%
Social Sciences	73	82	74	105	94	29%
Liberal Arts, Multi/Interdisciplinary	2	2	5	11	10	400%
Humanities/Arts/Communications	85	93	77	101	87	2%
Social & Public Services	168	186	163	228	185	10%
Education (Includes Sixth-Year Diploma in Professional Education)	236	278	235	355	399	69%
Total	1,137	1,290	1,151	1,518	1,454	28%
DOCTORAL DEGREES						
Business	13	11	11	14	25	92%
Health/Life Sciences	45	46	67	61	67	49%
Sciences/Engineering/Technology	50	62	64	67	92	84%
Social Sciences	41	47	41	54	63	54%
Liberal Arts, Multi/Interdisciplinary	1	0	2	8	9	800%
Humanities/Arts/Communications	17	23	18	22	24	41%
Social & Public Services	3	2	2	6	10	233%
Education	51	46	52	29	17	-67%
Total	221	237	257	261	307	39%
PROFESSIONAL DEGREES						
Health/Life Sci (M.D., D.M.D., Pharm.D.)	179	173	182	185	209	17%
Social Sciences (Law)	228	191	192	229	267	17%
Total	407	364	374	414	476	17%
SUMMARY ALL DEGREE LEVELS						
Business	868	962	882	1,063	1,118	29%
Health/Life Sciences	604	641	857	833	1,075	78%
Sciences/Engineering/Technology	494	600	588	655	662	34%
Social Sciences	932	1,140	1,266	1,451	1,528	64%
Liberal Arts, Multi/Interdisciplinary	317	353	369	420	461	45%
Humanities/Arts/Communications	554	717	701	696	742	34%
Social & Public Services	411	453	432	479	422	3%
Education	393	438	394	478	516	31%
GRAND TOTAL	4,693	5,417	5,489	6,075	6,524	39%

Source: IPEDS Completions Survey, NCES Federal Classification of Instructional Programs and UConn Office of Institutional Research.

Note: Degree fields are summarized in terms of the federal classification of academic programs. For example, agricultural disciplines are counted in the Business and the Science/Engineering/Technology federal categories. Some education disciplines are counted in other federal categories. Please also note that the federal classifications of some programs changed with FY 05 reporting, so trends in this table may not reflect actual growth or decline in program completions. For information on degrees conferred by the University's Schools/Colleges, majors and fields of study, see the UConn Office of Institutional Research website, <http://www.oir.uconn.edu>.

RESEARCH PERFORMANCE

Performance Indicator

Total Research Awards. (*Storrs+ & Health Center*)

Data Analysis

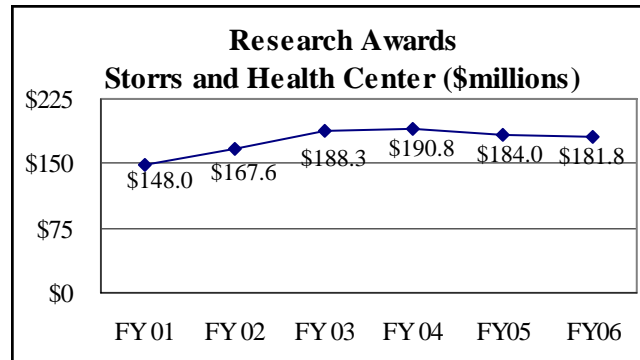
FY 06 research awards for the University totaled \$181.8 million, a 23% increase since FY 01. Research investments from the University and outside sponsors have reaped many benefits:

- enhanced knowledge and new discovery,
- faculty contributions to cutting edge developments,
- additional funding to support the University,
- educational opportunities for students,
- enhanced clinical care for patients, and
- economic benefit to the state through tech transfer and scientific advancements.

Aggressive faculty recruitment has brought established investigators to the University, strengthened existing research programs and set the stage for new ones. Capital investment has contributed greatly to research productivity. UCONN 2000 has enabled construction of teaching and research facilities and has spurred state-of-the-art equipment purchases. The Health Center's Academic Research Building is reaping benefits. The decline in FY 05 and FY 06 awards is a result of flat federal funding, particularly for research sponsored by the National Institutes of Health.

Performance Improvement Goal

\$179.7 million of research awards in FY 07, \$91.7 million for Storrs+ and \$88 million for the Health Center.



Research Awards							
(in \$millions)	FY 01	FY 02	FY 03	FY 04	FY 05	FY 06	% Change 2001-06
Storrs+	\$78.9	\$86.8	\$92.1	\$92.0	\$91.5	\$91.7	16%
Health Center	<u>69.1</u>	<u>80.8</u>	<u>96.2</u>	<u>98.8</u>	<u>92.5</u>	<u>90.1</u>	<u>30%</u>
Total University	\$148.0	\$167.6	\$188.3	\$190.8	\$184.0	\$181.8	23%

Source: UConn Office of Sponsored Programs and UConn Health Center

Faculty scholarship encompasses publication of books, textbooks, lab/tech manuals, software, book chapters, technical reports, conference proceedings and journal articles, and, in fine arts, production of creative products such as plays, compositions, paintings and other artistic creations. Faculty do this while teaching and performing service to the community and state. Scholarly products per faculty member has grown 43% since FY 01.

Scholarly Productivity							
Storrs+ Programs	FY 01	FY 02	FY 03	FY 04	FY 05	FY 06	% Change 2001-06
Publications	5,830	6,033	6,709	6,625	7,356	8,786	51%
Art & Creative Products	<u>549</u>	<u>555</u>	<u>429</u>	<u>453</u>	<u>638</u>	<u>679</u>	<u>24%</u>
Total Scholarly Products	6,379	6,588	7,138	7,078	7,994	9,465	48%
Scholarly Products/Faculty	6.8	7.0	7.4	8.0	8.5	9.7	43%

Source: UConn Schools' and Colleges' records, Office of Institutional Research

PATENTS AND INVENTIONS

Performance Indicator

Total number of patents and inventions.
(*Storrs+ & Health Center*)

Performance Improvement Goal

To commercialize UConn technologies and thereby increase revenues to the University.

Data Analysis

Licensing income has increased since FY 02, with two recent years of unusually high income due to some one-time payments. The Office of Technology Commercialization includes: 1) the Center for Science & Technology Commercialization, the technology transfer office for commercialization (patenting and licensing) of University inventions and licensing with established and start-up companies; 2) the Research and Development Corporation, a wholly owned subsidiary of the UConn Foundation, for creation of start-up businesses utilizing UConn technologies; and 3) the Technology Incubator Program, for development of incubator space on all UConn campuses (the first incubator is part of Agriculture Biotechnology Building and offers the opportunity to draw on expertise throughout the University). Licensing and patent activity is presented below.

Center for Science & Technology Commercialization

Storrs+ and Health Center	FY 02	FY 03	FY 04	FY 05	FY 06
Licensing Income	\$625K	\$750K	\$1.8M	\$1.5M	\$814K
Licenses & Options Executed	9	12	19	10	13
Start-up Companies Formed (a)	1	2	2	5	0
U.S. Patent Applications Filed (b)	49	41	25	30	30
U.S. Patents Issued (c)	10	22	13	15	26

(a) Including 3 research and development corporations in FY 05.

(b) Patent applications filed fall into two categories: provisional and non-provisional.

(c) It may take two or more years to obtain a patent.

Source: Association of University Technology Managers Survey, 2006

UConn is performing on par with institutions with similar research bases. It is performing below its peers, who have much larger research bases (average research expenditures of \$360 million, compared to UConn's \$169 million).

FY 2005 Selected Comparisons

	UConn	University Peers Median (d)	Institutions with Similar Research Bases Median (e)
Licensing Income	\$1.532M	\$11.641M	\$1.523M*
Licenses and Options Executed	10	68	16
Start-up Companies Formed	5	3	5
U.S. Patent Applications Filed	30	72	28
U.S. Patents Issued	15	25	10

(d) Iowa State, Ohio State, Purdue, Rutgers, U. Georgia, U. Iowa, U. Minnesota, U. Missouri.

(e) Universities within 10% of UConn's total research expenditures: Clemson, Dartmouth, Oregon State, U. Kentucky, Mississippi State, U. South Carolina, U. Texas Health Science Center, U. Texas Medical Branch, Virginia Tech., Wake Forest U.

Source: Association of University Technology Managers Survey, 2006.

* Wake Forest U. had significantly higher income of \$49.945 M. Including Wake Forest U., the mean Licensing Income was 5.934M.

NON-CREDIT REGISTRATIONS

Common Core Performance Indicator

Annual course registrations of non-credit students by the following categories: personal development, workforce development (and Health Education).

Performance Improvement Goal

To meet the needs of lifelong learners within the public service mission of the University.

Data Analysis

Personal development, workforce development, and health education non-credit courses and programs offered at the Storrs Campus, the Regional Campuses, and the Health Center continue to serve thousands of individuals throughout the state.

Non-Credit Registrations/Attendance in Selected Programs (Courses, Workshops, Events)					
	FY 02	FY 03	FY 04	FY 05	FY 06
<u>Storrs+ Continuing Studies*</u>					
Center for Economic Education**	10,914	9,093	13,822	na	na
Institute of Public Service**	<u>1,254</u>	<u>996</u>	<u>na</u>	na	na
<i>Total Registrations - Past Programs</i>	<i>12,168</i>	<i>10,089</i>	<i>13,822</i>	na	na
Labor Education Center	814	901	978	495	884
Professional Studies	9,068	13,472	12,487	7,242	5,827
ESL Programs in Stamford	2,499	1,483	1,628	1,815	1,727
Bishop Center University Conference Srvcs	7,305	12,684	7,910	12,170	15,581
Workforce Development Institute	21	792	855	4,309	808
Center for Learning in Retirement	2,890	3,568	2,766	1,253	1,133
Community School of the Arts	2,837	2,845	2,992	2,128	2,102
Credit Courses for Non-Credit	<u>86</u>	<u>17</u>	<u>6</u>	<u>7</u>	<u>1</u>
<i>Total Registrations - Current Programs</i>	<i>25,520</i>	<i>35,762</i>	<i>29,622</i>	<i>29,419</i>	<i>28,063</i>
<u>Other Storrs+ Non-Credit Offerings-Examples</u>					
<i>Workforce Development</i>					
Nursing Post-baccalaureate Certificate Program		23	30	32	32
CT Info Technology Institute: IT Programs		237	264	417	867
Social Work: Staff Trng & Ed for Professions	503	639	593	623	733
Pharmacy: Live Programs	9,352	9,891	9,786	9,940	6,180
Home Study	4,253	166	180	415	1,968
<i>Personal Development</i>					
Fine Arts: Exhibitions, Performances, Concerts	222,195	180,390	200,000	200,000+	200,000+
Fine Arts: Off Campus Outreach Programs	155,382	142,685	150,000	150,000+	150,000+
Museum of Natural History	70,000+	70,000+	75,000+	90,000	90,000
Cooperative Extension Programs***	20,000+	30,000+	30,000+	30,000+	66,500
Equestrian Programs					714
UConn Campus Tours	<u>27,132</u>	<u>29,579</u>	<u>32,776</u>	<u>36,728</u>	<u>35,209</u>
<i>Total Registrations/Attendance</i>	<i>508,817+</i>	<i>463,610+</i>	<i>498,629+</i>	<i>518,155+</i>	<i>552,203+</i>
<u>Health Center Non-Credit Offerings</u>					
<i>Workforce Development</i>					
Continuing Medical Education	14,529	14,691	15,269	13,336	11,112
Continuing Dental Education	-	891	746	538	716
<i>Personal Development</i>					
Mini-Medical School Non-Credit Program	323	371	420	58	317
<i>Health Education</i>					
Health Education Discovery Series	2,445	2,620	2,258	2,403	2,470
Celebrate Health	<u>1,023</u>	<u>1,761</u>	<u>1,587</u>	<u>3,324</u>	<u>4,874</u>
<i>Total Registrations</i>	<i>18,320</i>	<i>20,334</i>	<i>20,280</i>	<i>19,659</i>	<i>19,489</i>

*Non-credit programs for personal and workforce development. ** CEE closed 6/04; IPS closed 6/03. ***Years prior to FY 06 are understated in the former reporting system.

Source: UConn Schools and Colleges, UConn Office of Institutional Research and UConn Health Center

Note: Personal development offerings include archaeology, health, horseback riding, landscaping, music instruction, natural history and enrichment programs for all ages.

PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

Performance Indicator

Provision of Patient/Client Services that Support the Public Good. (*Storrs+ & Health Center*)

Performance Improvement Goal

To expand patient/client services to the Connecticut public.

Data Analysis

The following are a few of the many ways the University responds to society's needs. Descriptions highlight activities in the past year. Please visit www.uconn.edu for information on these and other programs and publications.

Health Initiatives

Health Center:

In addition to supporting the Health Center's academic mission, the John Dempsey Hospital (JDH), University Medical Group (UMG) and University Dental Group (UDG) provide a range of primary and specialty health care services.

Patient Visits	FY 02	FY 03	FY 04	FY 05	FY 06	% Change 2002-06
<u>JDH Hosp. Visits</u>						
Emergency Dept	21,782	22,215	23,515	27,874	28,745	32.0%
In-Patient	8,580	8,940	9,407	9,836	9,826	14.5%
Out-Patient	<u>168,720</u>	<u>203,089</u>	<u>227,099</u>	<u>241,357</u>	<u>255,909</u>	51.7%
Subtotal	199,082	234,244	260,021	279,067	294,480	47.9%
<u>UMG Visits</u>						
Total Visits	488,623	488,541	457,236	503,858	507,967	4.0%
<u>Dental Students & Residents</u>						
Practice Visits	81,615	83,343	86,625	92,569	93,611	14.7%
<u>Dental Faculty</u>						
Practice Visits	11,020	12,856	11,504	11,965	11,750	6.6%
Dental - Community Health Centers	_____	_____	_____	_____	<u>17,232</u>	
TOTAL	780,340	818,984	815,386	887,459	925,040	18.5%

Source: UConn Health Center

Health Center outreach includes:

- *UConn House Call*, a health and wellness newsletter, was mailed to 69,000 homes in the primary Service Area; www.health.uchc.edu (66,300 visits, monthly).
- *Discovery Series* lectures in health care and clinical services; *Connecticut Health* promoted community and public health projects statewide (250 projects on www.connecticuthealth.org).
- *Celebrate Health* offered educational programs, screenings and other activities on women's health and successful aging; faculty and students volunteered at student-run clinics for Hartford's homeless and underserved populations.

School of Nursing:

- *Compañeros por Salud: Partners for Health* improved the health of the Latino and Hispanic families who reside in Willimantic.
- Faculty and students served the *Visiting Nurses Association's Carelink+* program in southeast Connecticut, Meriden and New Britain, and the *Visiting Nurses Association Carelink C (Corrections)* program in Connecticut prisons.

PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

Data Analysis (continued)

- *LEAD (Leadership, Education, Achievement and Development)*, funded by the Tow Foundation and in collaboration with the State of Connecticut Judicial Branch Court Support Services, provided an expressive arts program to promote health behaviors in middle school-aged minority youth (10-14 years of age) who are engaged in activities which put them at risk for negative psychological, social and health consequences.

School of Pharmacy:

- Doctor of Pharmacy (Pharm.D.) students collaborated with the UConn Schools of Medicine and Nursing to provide free health care to the underserved populations throughout the State of Connecticut. *Primary Care Week* activities and informational pamphlets educated the public about primary care services and general health and medication information. Clinics were established throughout the Greater Hartford area to provide health care screenings. Third year pharmacy students worked in “free clinics” associated with the Eastern Area Health Education Centers and the migrant farms clinics.
- Over 23,000 patients were assisted with selection of a prescription drug plan under the new Medicare Part D program.
- Pharmacists in the Middlesex area were helped with the issue of low health literacy and interventions to identify and assist patients in overcoming this barrier.
- Faculty provided pharmaceutical care services to patients statewide, including Connecticut Children’s Hospital, Hartford Hospital, Hospital of St. Raphael, St. Francis Hospital, UConn Health Center, West Haven VA Hospital, Yale-New Haven Hospital), ambulatory care clinics, home care pharmacies (e.g., Chartwell), community pharmacies, pharmacy benefit managers (e.g., Merck Medco), nuclear pharmacies (e.g., Syncor) and skilled nursing facilities (e.g., Hebrew Home and Hospital). A monthly television newscast addressed medication-related topics. Pharmacy faculty, students, and alumni served youngsters attending *Asthma Camp*, and participated in health fairs, brown bag medication programs and screening clinics, and the *HOPE Worldwide Medical Outreach*, in conjunction with the Department of Human Services of the City of Hartford, to serve elderly in a number of housing facilities.

College of Liberal Arts and Sciences:

- *Audiology and Speech Pathology Clinic* in the Communication Sciences Department served nearly 1,000 clients per year on site and 500 more through visits to elementary schools, the Mansfield Nursing and Rehabilitation Center, and the Visiting Nurse Association.
- *Psychological Services Clinic* in the Psychology Department provided mental health services to individuals, children, and families in eastern Connecticut.
- *Center for Health-HIV Intervention and Prevention (CHIP)* developed health behavior change programs in hospitals, including diabetes management.

School of Social Work:

- *Community internships* of more than 300 MSW students each year assisted schools and agencies with child welfare, health, HIV/AIDS, mental health, and public welfare issues. Each student spent 560 supervised hours per year providing services in a social agency.

PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

Data Analysis (continued)

School of Engineering:

- *Biomedical Engineering Program* served disabled individuals through several projects funded by the National Science Foundation and the U.S. Department of Education's Research Center on Accessible Medical Instrumentation, including a national design competition open to senior engineering students across the U.S. to help people with disabilities better interface with society and life. Senior BME students at UConn developed a scale tailored for those in wheelchairs who need to monitor their weight daily and a method blind customers may use to administer their diabetic medications. The students interviewed Connecticut residents with disabilities and then collaborated in teams to build devices to help them. Completed devices, given to the individual with the disability, have ranged from special jar openers for people with arthritis and exercise devices for the disabled, to special toys and bicycles.
- *Breast Imaging for Cancer Detection* - Electrical and Computer Engineering faculty worked with Health Center and Hartford Hospital colleagues and developed a device that – when used complementarily with ultrasound – yields more accurate diagnoses of breast malignancies. Hartford Hospital clinical trials have involved more than 180 patients.
- *Bone Repair* - Chemical, Materials and Biomolecular Engineering faculty researched materials used in bone repair and orthopedic and dental implants. New types of materials, with hydroxyapatite as a central component, and new synthetic composite material, woven from apatite and polymer fiber, were explored to improve bone repair, spinal fusion, other skeletal healing, and prostheses. Traditional materials – metal and ceramic tooth fillings, artificial joints and cardiovascular implants – have drawbacks, such as wear and failure, unexpected interactions with existing biosystems, and need for replacement.

Social Services

College of Agriculture and Natural Resources:

- *Cooperative Extension System* offered non-credit programs, fact sheets and advice on a variety of topics including pest management, costal habitats, gardening, water quality, food safety and nutrition education for limited resource families.
- *People Empowering People* program served limited resource youth and adults, including incarcerated women working to develop self-esteem related skills.
- *Opening Doors*, a collaborative effort with the Waterbury Youth Services, Inc. and Waterbury Regional Workforce, trained teens of limited resources in leadership education, workforce preparation and animal science. Teen-conducted workshops reached 200 children last year.
- *Allied Health Sciences* faculty worked with the Mashantucket Pequot Tribal Nation on public health and cancer risk assessment issues.

School of Law:

- The public interest was served through a variety of live-client in-house law clinics staffed by law students working pro bono under supervision of faculty members, public interest law clinics (*Center for Children's Advocacy and Connecticut Urban Legal Initiative*), externship courses on legal and human rights topics, and journal publications (*Connecticut Law Review*, *Connecticut Insurance Law Journal*, *Connecticut Journal of International Law*, and the *Public Interest Law Journal*).

PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

Data Analysis (continued)

School of Social Work:

- Faculty members and students, through School institutes on violence prevention and reduction, international social work studies and political social work practice, provided community services such as school anti-bullying programs, multicultural and human rights oriented events, and voter registration drives.
- In partnerships with community agencies, offered certificate programs on Post-Adoption Services and Clinical Supervision to social work professionals.
- Faculty members also served many agencies as consultants and leaders of Latino and African American community conferences, programs and advisory boards.

College of Liberal Arts and Science:

- Department of Family Studies publications (*KIDS Newsletter*, *All Children Considered*, and the *Birth to Five Newsletter*) focused on child care. Its Humphrey Center for Marital & Family Therapy offered counseling services.

Local Government and Commerce

School of Business

- Small Business Institute, *Family Business Program*, GE Capital Global Learning Center, Institute of Developing Entrepreneurial Advantage, Office of Diversity Initiatives, *Volunteer Income Tax Assistance*, Connecticut Information Technology Institute, Center for Health Systems Management, *edgelab*, and *SS&C Technologies Financial Accelerator*: all provided valuable support to Connecticut's business community.
- *Connecticut Information Technology Institute (CITI)* programs—customized financial services courses and Project Management certification training—served the business community and strategic partners such as GE, UBS, Diageo, Pitney-Bowes, AOL and Xerox.

Center for Continuing Studies (CCS):

- CCS assisted municipal and state agencies with outreach through its Labor Education Center, Workforce Development Institute, and Professional Studies, including on-line courses in project management and healthcare information technology for business professionals around the world.

College of Liberal Arts and Sciences:

- Actuarial Science Program provided interns for the financial services industry. Its Professional Master's Degree program in Financial Services is accessible to working professionals and to students seeking a business rather than an academic career.
- Connecticut Center for Economic Analysis published the quarterly, *The Connecticut Economy*, which analyzes each previous quarter's economic activity and provides forward outlooks.
- Center for Applied Genetics and Technology held intensive weekend workshops teaching the latest forensic and DNA-typing techniques to professionals in the judicial system, state police, and biotechnology industry.
- Graduate Certificates in Public Financial Management and Nonprofit Management were offered by the Department of Public Policy.

PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

Data Analysis (continued)

College of Agriculture and Natural Resources:

- *NEMO (Non-point Education for Municipal Officials) Program*, in partnership with the CT Department of Environmental Protection and the firm of Fuss and O'Neill Engineering, provided towns across the state with better storm water management practices for land use plans and regulations.
- *Putting Communities in Charge* was distributed to the chief elected official and planning commission chair of each of the state's 169 municipalities.
- As a result of *Green Valley Institute* work, four communities developed new Conservation Subdivision Regulations; two developed new Fee-In-Lieu of Open Space Subdivision Regulations; one developed a new scenic road ordinance; two amended their design guidelines; and two incorporated new land use economic goals into their Plans of Conservation and Development.
- A special juice processors program, in cooperation with the CT Department of Consumer Protection, focused on issues with unpasteurized juice sold directly to the consumer at farm stands, farmers' markets or other (retail) outlets without wholesaling the product.
- Over 1,000 producers attended eight conferences and growers association meetings at which crop insurance/risk management information was presented and/or displayed. The *UConn Plant Database* receives over 100,000 web page views from over 2,000 visits to the site each day. The *Soil Nutrient Analysis Lab* supports the needs of industry to reduce the inputs of production by determining the composition of the soil.

School of Engineering:

- *Voting Machine Validation* – a team of Computer Science & Engineering faculty helped the State of Connecticut evaluate and select electronic voting technology in compliance with the national Help America Vote Act (2002). Through its Voting Technology Research (VoTeR) Center, the team also provided certification and acceptance testing of electronic voting equipment for the November 2006 mid-term elections. The VoTeR team also helped develop audit procedures for the 25 Connecticut towns that installed the new optical scan voting technology and vote-by-phone machines for disabled citizens.
- *Improved Transportation Safety & Planning* – Faculty members associated with the Connecticut Transportation Institute (CTI) conducted research in transportation studies aimed at better understanding the factors influencing highway crashes, including teen drivers (these influenced the State's decision to adopt graduated licensing for teens). Other research included bridge structural monitoring, new roadway materials, winter snow removal strategies and road/community designs to enhance safety and quality of life for communities. CTI also offered conferences and training programs for transportation professionals.
- *Biofuels* – Faculty in the Chemical, Materials & Biomolecular Engineering Department worked on development of biofuels as a cleaner and renewable source of energy. Biofuels is an alternative energy for the future that would reduce dependence upon fossil fuels.

PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

Data Analysis (continued)

School of Social Work:

- In a long-standing contract with the State Department of Social Services, the School continued to provide extensive organizational and skill development to state employees. Faculty and graduate students, in collaboration with community agencies, produced research reports to help with management of services and program development.

Culture

School of Fine Arts:

- Many cultural opportunities were offered to the public, including programs and events on and off campus and activities at the Puppetry Museum, Benton Museum, Center for Visual Arts and Culture, Connecticut Repertory Theatre, Jorgensen Auditorium, von der Mehden Recital Hall, and the Nafe Katter Theatre.

Center for Continuing Studies (CCS):

- CCS Community School of the Arts linked individuals of all ages in Eastern Connecticut with the artistic and performance resources of the University.

College of Liberal Arts and Sciences:

- Biologists created a *Butterfly Atlas of Connecticut* and published *Caterpillars of Eastern North America*, a definitive field guide.
- The State Ornithologist, a biology faculty member, provided advice to citizens and birdwatchers about bird migration and habits.
- The State Archaeologist conducted research on New England folk beliefs and burying practices. The Connecticut State Museum of Natural History and Connecticut Archaeology Center offered lectures, workshops, exhibits, traveling programs, and field excavations. An archaeology institute worked with historical societies, schools, local governments, the Mashantucket Pequot Tribe, and Connecticut state government to excavate and document Connecticut artifacts.
- The State Historian delivered lectures about early American and Connecticut history throughout the state and partnered with the Connecticut Humanities Council on a new website of Connecticut history.
- Public lectures sponsored by the College and its departments regularly featured prominent experts speaking on the environment, history, and political developments. A Venture Smith study group of faculty in the College (an archaeologist, a poet, a historian and a genetics expert) began documenting the history of an 18th century Connecticut slave who purchased his own freedom, and began sharing their findings through public readings, lectures, and site visits.
- A new Stone Wall initiative provided information and lectures to the public and advice to town planners on the history and preservation of Connecticut's stone walls.

REAL COST PER STUDENT

Common Core Performance Indicator

The ratio of total education and general expenditures (including fringe benefits but excluding research, public service, scholarships, depreciation and auxiliary expenditures) to full-time equivalent (FTE) students compared to peers. (*Storrs+*)

Performance Improvement Goal

To keep the real cost per student competitive.

Data Analysis

Education and General funding for operating costs, according to changes in GASB and IPEDS reporting, is defined beginning FY 02 to include instruction, academic support, student services, institutional support, and operations and maintenance of plant and other expenses deductions, but excluding depreciation. For this performance measure, real cost per student was calculated by dividing funding for Education and General (E&G) costs by Fall Full-Time Equivalent (FTE) enrollment. Full-Time Equivalent enrollment was defined as Total Full-Time Headcount Enrollment plus one-third of the Part-Time Headcount Enrollment.

As the table below indicates, the UConn cost per student per the above definition is more than its peers for FY 02 and FY 03 but less than the average cost per student of its peers for FY 04 and FY 05. As part of its response to the significant State budget shortfall in FY 03, the State offered a statewide Early Retirement Incentive Plan (ERIP) to its employees. The impact of ERIP was significant. The University saw a total of 365 employees accept the program. Because the ERIP was designed to reduce State spending, the State's public higher education institutions were permitted to keep only half of the savings generated by the program. In short, \$8.9 million was removed from the University's appropriation as a result of the State's plan.

E & G Cost Per FTE Student Comparison

	FY 02	FY 03	FY 04	FY 05	% Change 2002-05
University of Connecticut					
E & G Expenditures (in \$millions)	\$370.9	\$393.1	\$384.1	\$436.9	17.8%
FTE Enrollment	20,061	21,558	22,537	23,354	16.4%
E & G Cost Per FTE Student	\$18,486	\$18,237	\$17,045	\$18,708	1.2%
Peer Average					
E & G Expenditures (in \$millions)	\$555.5	\$568.5	\$584.6	\$606.4	9.2%
FTE Enrollment	31,026	31,895	32,385	32,330	4.2%
E & G Cost Per FTE Student	\$17,904	\$17,824	\$18,051	\$18,758	4.8%

Sources: UConn Office of the CFO and Office of Institutional Research, CT Department of Higher Education
Peer Average—IPEDS Finance Survey and IPEDS Fall Enrollment Survey

Note: Due to changes in the presentation of the University financial statements to conform to the new Governmental Accounting Standards Board (GASB) requirements, only four years are presented. Additionally, the methodology used to compute cost per student has changed as per the definition listed above.

RETENTION RATE

Common Core Performance Indicator

The number and percent of first-year full-time degree seeking students who enroll in a given fall semester and return the following fall. (*Storrs+*)

Performance Improvement Goal

To continue to improve upon our current high rate of retention.

Data Analysis

Storrs freshman retention, including minority retention, continues to exceed the peer average for retention. The First Year Experience (FYE) program, Retention and Graduation Task Force initiatives, UCONN 2000, support programs for minorities and all students, and increased academic quality of students contribute to our success. Over 80% of freshmen enroll in the FYE course that acclimates them to the University. Centralized services for students and a Center for Undergraduate Education that houses Career Services, a Learning Research Center, Institute for Teaching and Learning, and the Honors Program are key. The *Louis Stokes Alliance for Minority Participation (LSAMP) Program* has improved the recruitment and retention of underrepresented students in science, technology, engineering, and mathematics fields.

Freshman to Sophomore Retention Rates

Entering Freshmen Class of:	All Freshmen	White	Black	Hispanic	Asian American	Native American	Total Minority
Storrs							
Fall 2005	93%	93%	88%	88%	94%	100%	91%
Fall 2004	92%	92%	90%	90%	96%	100%	93%
Fall 2003	90%	90%	86%	89%	93%	85%	89%
Fall 2002	88%	89%	85%	85%	92%	na	88%
Fall 2001	88%	88%	89%	80%	92%	na	87%
Regional Campuses							
Fall 2005	79%	76%	73%	82%	91%	na	83%
Fall 2004	79%	79%	85%	73%	80%	na	78%
Fall 2003	79%	79%	77%	81%	85%	na	81%
Fall 2002	76%	74%	82%	75%	87%	na	81%
Fall 2001	77%	76%	66%	85%	87%	na	80%

Source: UConn Office of Institutional Research: Note: Non-Resident Aliens are included in All Freshmen. na = Native American entering class has less than 15 students.

Freshman Retention reported to US News (Average of Four Years of Data)*

	2003 Edition	2004 Edition	2005 Edition	2006 Edition	2007 Edition
University of Connecticut-Storrs	88%	88%	88%	89%	90%
Iowa State University	84%	84%	84%	84%	85%
University of Iowa	83%	84%	83%	82%	83%
University of Georgia	90%	91%	92%	93%	93%
University of Minnesota	83%	83%	84%	85%	86%
University of Missouri	84%	84%	84%	85%	84%
Ohio State University	84%	85%	86%	87%	88%
Purdue University	88%	88%	89%	86%	86%
Rutgers State University	88%	88%	88%	89%	89%
Peer Average	86%	86%	86%	86%	87%

*U.S. News & World Report: America's Best Colleges; 2003 Edition = average of freshmen entering Fall 97 through Fall 00; 2004 Edition = average of freshmen Fall 98 through Fall 01; 2005 Edition = average of freshmen Fall 99 through Fall 02; 2006 Edition = average of freshmen Fall 00 through Fall 03; 2007 Edition = average of freshmen entering Fall 01 through Fall 04.

GRADUATION RATE

Common Core Performance Indicator

The percentage of first-year full-time degree seeking students in a cohort who complete within 4 and 6 years. (*Storrs+*)

Performance Improvement Goal

To improve graduation rates by one to two percentage points in the next three years.

Data Analysis

Among Fall 2000 Storrs freshmen, 74% graduated in 6 years (national standard measure) compared to latest available peer rate (Fall 1999), 68%. Our six-year graduation rate for Fall 2000 Storrs minorities is 69% compared to 59% for peers. Rates for students who began at regional campuses are lower but improving. Strong support programs for minorities and all students have been key.

Six-Year Graduation Rates

Entering Freshmen Class of:	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
Storrs							
Fall 2000	74%	75%	61%	64%	78%	na	69%
Fall 1999	72%	73%	57%	71%	71%	na	66%
Peers (Fall 1999)	68%	69%	55%	61%	64%	na	59%
Fall 1998	71%	72%	62%	62%	76%	na	67%
Fall 1997	70%	70%	68%	72%	68%	na	69%
Fall 1996	69%	70%	68%	58%	68%	na	65%
Regional Campuses							
Fall 2000	46%	47%	42%	46%	44%	na	44%
Fall 1999	42%	44%	33%	42%	38%	na	37%
Fall 1998	45%	44%	26%	53%	57%	na	47%
Fall 1997	42%	41%	35%	39%	50%	na	42%
Fall 1996	41%	40%	38%	29%	59%	na	44%

IPEDS Peer Comparison for Six-Year Graduation Rates

	Fall 97 Freshmen	Fall 98 Freshmen	Fall 99 Freshmen
UConn –Storrs	70%	71%	72%
Iowa State University	66%	66%	68%
University of Iowa	65%	66%	66%
University of Georgia	71%	72%	73%
University of Minnesota	54%	56%	61%
University of Missouri	66%	68%	66%
Ohio State University	62%	62%	68%
Purdue University	66%	64%	68%
Rutgers State University	72%	71%	71%
Peer Average	65%	66%	68%

Source: UConn Office of Institutional Research; IPEDS Graduation Rate Survey

Note: Minority rates omit international students, many of whom are members of minority groups. White category includes self-reported white, other, and unknown. na = Native American entering class has less than 15 students.

GRADUATION RATE

Data Analysis (continued)

Since 1997, five-year graduation rates for Storrs entering freshmen classes have increased from 66% to 72%, and four-year rates have jumped from 46% to 56%. While rates for minority freshmen have been lower, both minority and all freshmen at Storrs compare very favorably with entering classes at peer institutions, who graduate much lower percentages in four or five years.

Five-Year Graduation Rates				
Entering Freshmen Class of:	Storrs Total	Peer Average	Storrs Minority	Peer Minority Average
Fall 2001	72%	na	64%	na
Fall 2000	71%	na	65%	na
Fall 1999	69%	62%	62%	53%
Fall 1998	67%	61%	62%	50%
Fall 1997	66%	60%	62%	51%
Four-Year Graduation Rates				
Entering Freshmen Class of:	Storrs Total	Peer Average	Storrs Minority	Peer Minority Average
Fall 2002	56%	na	42%	na
Fall 2001	54%	na	43%	na
Fall 2000	53%	na	44%	na
Fall 1999	50%	36%	42%	28%
Fall 1998	45%	35%	38%	27%
Fall 1997	46%	34%	36%	26%

As the table below indicates, UConn-Storrs average time to graduate, among students earning baccalaureate degrees, ranks at the top at 4.34 years for Fall 1999 Storrs Freshmen when compared to UConn peers; average time to graduate at UConn's Regional Campuses is 4.69 years. UConn's current "Finish in Four" initiative aims to improve these rates, shown by a decrease to 4.31 years in the average time to graduate for Fall 2000 Storrs Freshmen. (Peer data are not yet available for Fall 2000.)

IPEDS Peer Comparison for Average Time to Graduate			
	Fall 97 Freshmen	Fall 98 Freshmen	Fall 99 Freshmen
UConn-Storrs	4.4 yrs	4.4 yrs	4.3 yrs
Iowa State University	4.7 yrs	4.7 yrs	4.6 yrs
University of Iowa	4.5 yrs	4.5 yrs	4.5 yrs
University of Georgia	4.5 yrs	4.5 yrs	4.5 yrs
University of Minnesota	4.6 yrs	4.6 yrs	4.6 yrs
University of Missouri	4.5 yrs	4.5 yrs	4.5 yrs
Ohio State University	4.6 yrs	4.6 yrs	4.6 yrs
Purdue University	4.6 yrs	4.6 yrs	4.5 yrs
Rutgers State University	4.5 yrs	4.4 yrs	4.5 yrs
Peer Average	4.6 yrs	4.6 yrs	4.5 yrs
UConn-Regional Campuses	4.7 yrs	4.7 yrs	4.7 yrs

Source: UConn Office of Institutional Research, IPEDS Graduation Rate Survey. Average time to graduate is based on each freshmen cohort graduating within 6 years.

POST-BACCALAUREATE GRADUATION RATE

Common Core Performance Indicator

Graduation rates: in three years for law, in four years for master's students, and in eight years for Ph.D., medical, and dental students. (Storrs & Health Center)

Performance Improvement Goal

To increase graduation rates while maintaining high academic standards.

Data Analysis

Graduation rates within 8 years for medical and dental students, as one might expect from the academic credentials of students admitted to these programs, are very high. It should be noted that approximately 30 students are earning combined degrees (e.g., MD/PhD and DMD/PhD). This extends the date of graduation well beyond four years.

8-Year Graduation Rates of Health Center Medical and Dental School Students					
Entering Year, Fall of:	1998	1999	2000	2001	2002
School of Medicine					
Admitted	77	77	80	76	75
Graduated to Date	96%	93%	95%	83%	71%
Active	0%	4%	4%	11%	24%
Withdrawn/Dismissed to Date	4%	3%	1%	6%	5%
School of Dental Medicine					
Admitted	42	40	39	41	43
Graduated to Date	88%	87%	90%	86%	81%
Active	0%	0%	0%	7%	12%
Withdrawn/Dismissed to Date	12%	13%	10%	7%	7%

Source: UConn Health Center

Law School graduation rates also are impressively high. The rates for the three-year day division are shown below. For the four-year evening division, the overall graduation rate is 92% for the most recent six entering cohorts.

Graduation Rates at School of Law (Three-Year Day Division)						
Entering Year, Fall of:	1997	1998	1999	2000	2001	2002
Law School						
Entering Year Cohort	129	123	114	114	113	163
Graduated in 3 or less years	107	107	102	106	104	146
Graduated in more than 3 years	6	8	4	1	0	8
Overall Graduation Rate	88%	94%	93%	94%	92%	95%

Source: UConn School of Law

Graduation rates for the master's and doctoral programs in 90 fields of study vary with degree requirements and specializations.

GRANTS, AWARDS AND CLINICAL INCOME

Performance Indicator

Total grants/awards/clinical income as percentage of total revenue. (*Storrs+ & Health Center*)

Performance Improvement Goal

To increase revenues generated by grants, awards and clinical income.

Data Analysis

Revenues generated by grants, awards, and clinical income are a significant funding source for the University of Connecticut and University of Connecticut Health Center operations. These revenues have become increasingly important here and throughout the country as state support for higher education operations has stagnated in the vast majority of states.

The IPEDS data used for peer comparisons below reflects a key change in methodology that occurred in FY 02. Starting then, the presentation of the University financial statements was changed to conform to new Governmental Accounting Standards Board (GASB) requirements.

Storrs+ percentages were derived by dividing revenues from federal, state, local, and private grants and contracts by total revenues. The Health Center calculations were done similarly, but also included clinical income.

The table below presents grants and awards as a percent of operating funds. Peer comparisons for Storrs+ utilizing IPEDS data provided to the federal government indicated that the percent of total revenues for Storrs+ programs generated by grants and awards was 16.2% in FY 05. The peer average was 20.8%. At the Health Center, the percent of income from these sources as well as clinical income has consistently exceeded its peers. These external revenues continue to help the University of Connecticut Storrs+ and Health Center programs as we progress toward our institutional goals.

Grants, Awards, and Clinical Income Revenue as a Percent of Total Revenue

	FY 02	FY 03	FY 04	FY 05	% Change 2002-05
Grants/Awards/Clinical Income (in \$millions)					
Storrs+	\$ 98.4	\$100.2	\$103.9	\$112.5	14.3%
Peer Average	\$262.3	\$281.1	\$302.4	\$313.7	19.6%
Health Center	\$395.5	\$445.0	\$457.5	\$488.4	23.5%
Peer Average	\$827.7	\$639.4	\$504.4	\$490.3	-40.8%
Grants/Awards/Clinical Income as % of Total Revenue					
Storrs+	17.0%	16.5%	16.2%	16.2%	
Peer Average	21.2%	21.3%	21.4%	20.8%	
Health Center	76.3%	78.6%	78.3%	78.4%	
Peer Average	78.9%	76.3%	71.5%	66.6%	

Source: IPEDS Revenues Survey

Note: Starting in FY 2002, the presentation of University financial statements was changed to conform to new Governmental Accounting Standards Board (GASB) requirements.

APPENDIX 1

Goal 3 ♦ Access & Affordability
Operating Expenditures from State Support

Because UConn is a research university with an extremely high percentage of undergraduates residing on campus, data for the Storrs+ program is provided in terms of state support for total expenditures, representing the full range of university activities.

Percent of Total Expenditures from State Support					
	FY 02	FY 03	FY 04	FY 05	4-Year Average
Storrs+	46.3%	44.0%	41.1%	40.4%	42.9%
Peer Average	29.6%	27.5%	24.7%	23.4%	26.3%

Source: IPEDS Revenues Survey

As a percentage of the University's total operating revenues, the state share for the University has declined steadily for Storrs+. The state share for the Health Center also has declined, especially when the percent support is adjusted below to omit state funding of the Health Center administered Correctional Managed Health Care (CMHC) Program.

State Support as a Percent of Total Operating Revenues						
	FY 01	FY02	FY 03	FY 04	FY 05	FY 06
Storrs+	50.0%	40.7%	39.0%	36.5%	35.8%	35.4%
Health Center (a)	19.7%	20.5%	17.8%	17.2%	16.6%	16.2%

Source: UConn Office of the CFO

(a) Percent state support adjusted to omit CMHC fringe benefits: \$19,974,240 for FY 02, \$20,385,091 for FY 03, \$22,259,933 for FY 04, \$22,095,180 for FY 05, and \$28,306,043 for FY 06.

APPENDIX 2

Goal 3 ♦ Access & Affordability
Real Price to Students

UConn's tuition and mandatory fees as a percent of the state's median household income has been and continues to be lower than northeast public flagship universities.

Tuition & Fees as a Percent of State's Median Household Income					
	FY 01	FY 02	FY 03	FY 04	FY 05
Tuition & Fees as % of Median Household Income					
Storrs+	10.5%	10.9%	11.2%	12.4%	13.2%
Peer Average	9.3%	9.8%	11.3%	12.8%	13.3%
Northeast Public Flagship Universities Average (b)	13.3%	13.9%	14.7%	15.4%	15.6%

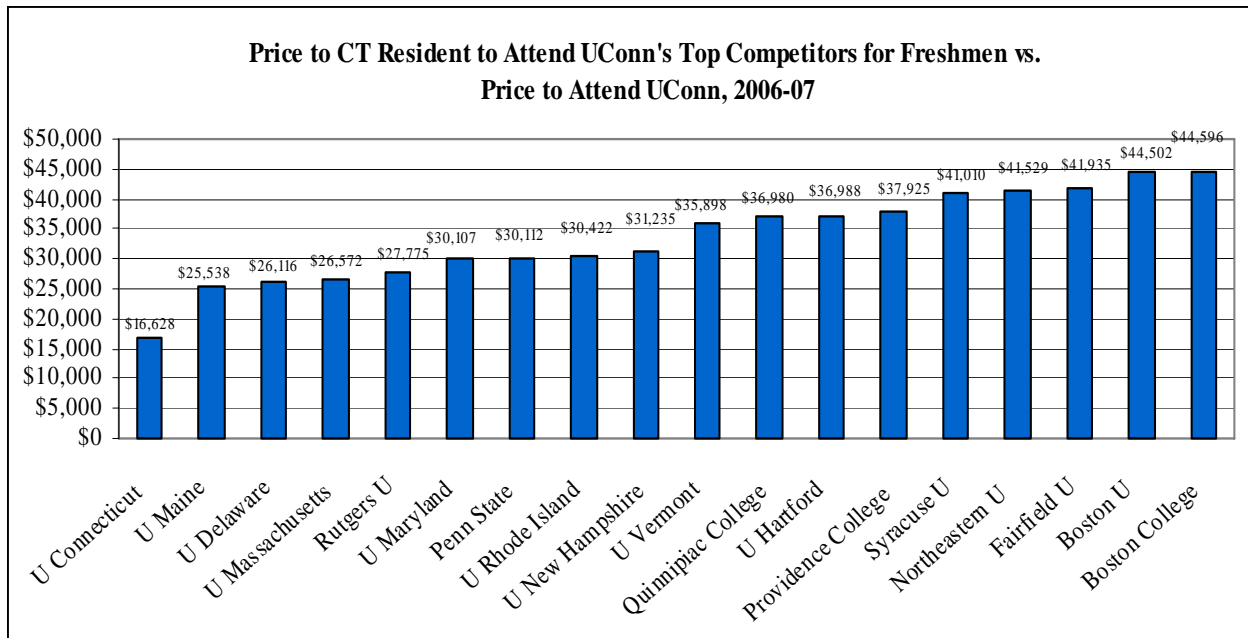
Sources: UConn Office of the CFO, Connecticut Department of Higher Education, U.S. Census Bureau

(b) Northeast Public Flagship Universities: Rutgers U, U Maine, U Massachusetts, U New Hampshire, U Rhode Island, and U Vermont.

APPENDIX 2 (continued)

Goal 3 ♦ Access & Affordability
Real Price to Students

A key price comparison for students is UConn's cost of attendance (tuition and fees including room and board) versus attending one of our primary competitors for freshmen. The differential for Connecticut resident students attending UConn versus attending our competitors is compelling. For an in-state student to attend UConn in 2006-07 it costs \$16,628 compared to between \$25,538 and \$44,596 to attend one of our primary competitor schools. This translates into a price differential ranging from \$8,910 to \$27,968.



UConn is reasonably priced for out-of-state students, as indicated in the chart below. And, the University of Connecticut's in-state tuition and fee rates compare favorably to in-state tuition and fee rates at other public universities in the northeast.

2006-07 Tuition, Fees, Room & Board of UConn's Top Competitors for Freshmen

Private Schools	In- & Out-of-State	Public Schools	In-State	Out-of-State
Boston College	\$44,596	U Vermont	\$20,914	\$35,898
Boston U	44,502	Penn State	19,564	30,112
Fairfield U	41,935	Rutgers	19,270	27,775
Northeastern U	41,529	U New Hampshire	18,785	31,235
Syracuse U	41,010	U Massachusetts	16,850	26,572
Providence College	37,925	U Rhode Island	16,722	30,422
U Hartford	36,988	U Maryland	16,668	30,107
Quinnipiac College	36,980	U Connecticut	16,628	29,828
		U Delaware	15,406	26,116
		U Maine	14,588	25,538

Source: UConn Office of the CFO

APPENDIX 3

Goal 3 ♦ Access & Affordability
Student Aid

Tuition support for student aid grew substantially between FY 02 and FY 06, from \$27.0 to \$41.3 million. Tuition aid includes tuition waivers, tuition grants, scholarships and fellowships, and student employment. BGHE policy that 15% of tuition revenues be set-aside for need-based aid is consistently met or surpassed by UConn. From FY 02 to FY 06, tuition funded need-based aid increased 68% from \$17.5 to \$29.4 million.

Storrs+ SFA Budget (in millions)	FY 02	FY 03	FY 04	FY 05	FY 06	% Change 2002-06
Tuition Funded Aid						
Grants & Student Labor	\$19.8	\$23.0	\$26.2	\$29.3	\$31.6	59.6%
Scholarships & Fellowships	<u>7.2</u>	<u>7.7</u>	<u>8.2</u>	<u>9.4</u>	<u>9.7</u>	<u>34.7%</u>
Subtotal	\$27.0	\$30.7	\$34.4	\$38.7	\$41.3	53.0%
Tuition Waivers	<u>23.5</u>	<u>25.6</u>	<u>30.0</u>	<u>33.8</u>	<u>34.5</u>	<u>46.8%</u>
Total Tuition Funded Aid	\$50.5	\$56.3	\$64.4	\$72.5	\$75.8	50.1%
Other Financial Aid						
State/Fed./Private/Student	38.0	40.2	41.8	42.7	43.7	15.0%
Employment Loans	<u>56.8</u>	<u>72.8</u>	<u>90.9</u>	<u>101.1</u>	<u>111.5</u>	<u>96.3%</u>
GRAND TOTAL FINANCIAL AID	\$145.3	\$169.3	\$197.1	\$216.3	\$231.0	59.0%

While the University has been meeting the financial aid for needy students, we have also increased merit-based aid to attract high-achieving students. The number of valedictorians at UConn has been steadily rising. Merit-based aid was up 21.7% from \$22.6 to \$27.5 million from FY 02 to FY 06 because of our effort to increase the number of high-achieving students. This effort is not being made at the expense of students who require need-based aid.

Merit-Based Aid (in \$millions)	FY 02	FY 03	FY 04	FY 05	FY 06	% Change 2002-06
Storrs+	\$22.6	\$24.4	\$26.1	\$27.4	\$27.5	21.7%
Health Center	\$1.3	\$1.3	\$1.3	\$1.0	\$2.1	61.5%

Financial aid also is provided to Graduate Assistants (GA's), graduate students who perform key functions such as teaching courses and labs, tutoring, conducting research, and doing public service. In FY 06, there were 1,780 GA's with a salary of \$33.3 million, up \$9.7 million from FY 02. Salary dollars per GA rose from \$16,042 to \$18,707.

Graduate Assistantships	FY 02	FY 03	FY 04	FY 05	FY 06	% Change 2002-06
Full Assistantships	1,469	1,596	1,724	1,784	1,780	21.2%
Total Salaries for GA's	\$23.6m	\$26.7m	\$30.0m	\$32.4m	\$33.3m	41.1%
Average Salary per GA	\$16,042	\$16,740	\$17,390	\$18,176	\$18,707	16.6%

Note: Full assistantship = teaching, research or administrative function of 20 hours a week or equivalent.

Source: UConn Office of the CFO



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CONNECTICUT STATE UNIVERSITY

Overview

The Connecticut State University System (CSUS) is a comprehensive university system comprising four universities: Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven and Western Connecticut State University in Danbury. The oldest institution is Central, established in 1849. The youngest, Western, was established in 1903. The institutions evolved from normal schools to teacher's colleges to state colleges, and finally, to state universities. From 1849 to 1965, the institutions were governed by the State Board of Education. In 1965, the Board of Trustees for the Connecticut State Colleges was established as an independent governing board. Under the governance of the trustees, new degree programs were established, enrollment increased, and facilities were improved and expanded. In 1983, university status was conferred. In 2001, the universities in the system were authorized to offer the Educational Doctorate (Ed.D.) Degree. Each of the universities with Ed.D. programs have at least two cohorts enrolled. Central conferred its first Ed.D. degrees at its December 2005 commencement. Today, CSUS is the state's largest university system, with over 35,000 students.

Mission

The four comprehensive universities of the CSU System — Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University — are Connecticut's universities of choice for students of all ages, backgrounds, races and ethnicities. CSUS provides affordable and high-quality, active-learning opportunities, which are geographically and technologically accessible. A CSUS education leads to baccalaureate, graduate and professional degrees consistent with CSUS's historical missions of teacher education and career advancement, including applied doctoral degree programs in education. CSUS graduates think critically, acquire enduring problem-solving skills and meet outcome standards that embody the competencies necessary for success in the workplace and in life.

Fulfilling the Mission

CSUS fulfills this mission through the focused missions of its universities.

Central Connecticut State University

- is Connecticut's premier learner-centered public university with teaching as its focus
- applies knowledge to better the human condition
- provides access and quality for students to reach their full potential

Eastern Connecticut State University

- is Connecticut's public liberal arts university
- provides an intellectual ambiance that develops analytic thinkers, innovative problem solvers and creative learners

Southern Connecticut State University

- is a preeminent metropolitan university
- offers a learning community that is grounded in a liberal education
- is the lead institution for advanced study in CSUS

Western Connecticut State University

- aspires to be the state's public university of choice for programs of excellence in the liberal arts and the professions
- builds all programs on a strong liberal arts foundation
- stresses critical thinking, problem solving, and communication skills for the new millennium.

Creative learning at each university transforms Connecticut into a state of minds.

System Profile

In fall 2006, the universities of the CSU System enrolled 35,795 undergraduate and graduate students in over 150 different degree programs; over 93% of these students are Connecticut residents. System-wide, just under 60% of the students are female and over 17% are students of color. The System employs almost 3,100 full-time staff, including over 1,200 faculty. For FY 2004-05, the System's budget was more than \$452 million. Between July 1, 2005 and June 30, 2006 the universities awarded 4,509 bachelors degrees, 1,891 masters degrees, 200 Sixth-year Certificates (advanced graduate study) and 20 doctoral degrees.

System Initiatives

The following system initiatives closely follow many of the legislative goals addressed by the performance indicators in this report:

1. Enhance Scholarship, Teaching and Learning
2. Enhance Public Education
3. Enhance the Quality of Student Life
4. Enhance Support for the State's Economy and Quality of Urban Life
5. Enhance the Use of Technology
6. Develop Synergies
7. Increase Institutional Advancement Efforts
8. Maintain and Enhance Physical Facilities
9. Enhance Continuous Quality Improvement Efforts and Gain Operating Efficiencies
10. Enhance Access, Equity and Retention
11. Develop Fully the Human Capital Within CSUS and Connecticut

Each year, the chancellor of the CSU System prepares a Letter of Priority for each university president outlining the strategic priorities that will be addressed under these initiatives.

Methodology

For most of the measures described in this report, system data were readily available from surveys conducted by the universities in the CSU system, from standardized reports of enrollment submitted to the US Department of Education or the Connecticut Department of Higher Education or from the universities themselves. For measures where CSUS universities were compared to peer institutions, the same standardized reports were used. Population and income data were obtained from the US Department of Commerce 2000 Census. Where data for some measures are, for all intents and purposes, the same for each institution—as in the case of some fiscal indicators—a system-level table, graph and/or analysis is used instead of individual institutional analyses that would be repetitive.

System Peers

In March 2000, each university in the system formally adopted a group of peer institutions against which various comparisons could be made. These institutions were selected for comparability of size, undergraduate/graduate enrollment, number of full-time and FTE faculty, program mix, library size, revenue and expenditures, and location (urban/suburban/rural). In 2001 Eastern's peer list was revised to include an additional liberal arts university and remove some institutions that had lost compatibility. Two additional institutions were added to Eastern's list in 2002.

In June 2005, all four universities realigned their comparison groups. Institutional demographics and programmatic indicators, both at CSUS institutions and at the comparative institutions, have changed since the original lists were developed five years ago. Many of the institutions that were supposed to be comparative were actually aspirational; their inclusion did not place our institutions in a realistic context. The system considered it an appropriate time to re-examine the peers to ensure comparisons remain meaningful and realistic. Each university selected 10 institutions for comparison; a total of 34 different institutions were selected because some of these institutions were chosen by more than one CSUS university. Comparisons to these new peer institutions, as appropriate, appear throughout the report.

CSUS Comparative (Peer) Institutions

Central Connecticut State University

Bridgewater State College (MA)

Central Missouri State University

CUNY—Brooklyn College

East Stroudsburg University of PA

Montclair State University (NJ)

Southern Illinois University—Edwardsville

University of Massachusetts—Dartmouth

University of Southern Maine

Valdosta State University (GA)

William Paterson University of New Jersey

Eastern Connecticut State University

Bridgewater State College (MA)

Framingham State University (MA)

Frostburg State University (MD)

Georgia College and State University

Keene State College (NH)

Kutztown University of PA

University of Massachusetts—Dartmouth

University of Michigan—Flint

University of Wisconsin—Green Bay

Westfield State College (MA)

Southern Connecticut State University

California State University—Dominguez Hills

Kean University (NJ)

Montclair State University (NJ)

North Carolina A&T

Northern Kentucky University

State University of West Georgia

University of Nebraska—Omaha

University of Wisconsin—Oshkosh

William Paterson University of New Jersey

Youngstown State University (OH)

Western Connecticut State University

Clarion University of PA

Framingham State College (MA)

Indiana University—South Bend

Rutgers, The State University of NJ—Camden

Shippensburg University of PA

SUNY College at Fredonia

SUNY College at Plattsburgh

University of Michigan—Flint

University of Wisconsin—River Falls

Worcester State University (MA)

Institution was included in a prior listing

LICENSURE AND CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification exams.

To what extent are program completers prepared to practice in their profession?

Data Analysis

External assessment is not new to the professional programs at the universities in the CSU System. Program graduates are often required to pass certification or licensure exams before admission to practice. Where possible, pass rates are compared to state and/or national benchmarks.

Performance of Teacher Education Program Completers on PRAXIS II		2000-01	2001-02	2002-03	2003-04	2004-05
CCSU		91%	94%	95%	96%	97%
ECSU		100%	100%	100%	100%	100%
SCSU		92%	94%	87%	94%	95%
WCSU		100%	100%	100%	100%	100%
ALL CSUS		96%	95%	93%	96%	96%
Statewide		94%	97%	97%	97%	98%

Performance of Teacher Education Program Completers on PRAXIS II

Since teacher preparation is a key academic pillar in the mission of all the CSUS universities (one of every six bachelors degrees conferred and about one-third of all degrees), education programs are kept current and relevant with regard to pedagogy and practical application. All curricula emphasize rigorous course work and enhanced field placements in an atmosphere of strong academic advisement. These programs are constantly held to stringent state and professional review standards. Central, Eastern and Southern are in compliance with the standards of the National Council for Accreditation of Teacher Education (NCATE); Western is currently in candidacy for NCATE accreditation. In order to be eligible for state teacher certification, program completers must pass the Praxis II examination. It should be noted that Eastern and Western, as well as some Connecticut colleges and universities outside CSUS, require passage of Praxis II for program completion, thereby reporting a 100% pass rate. Both Central and Southern had higher pass rates than in any of the past five years.

Performance of Bachelor of Science in Nursing Program Completers on National Council of State Boards of Nursing Learning Extension (NCLEX-RN) Examination

Nursing is one of the top 10 degree programs in CSUS. Results are presented for completers of the BS in Nursing Programs at Southern and Western. (Central only admits students holding RN certification; Eastern does not offer a Nursing Program.) For the fifth consecutive year the percentage of CSUS students who passed the National Council of State Boards of Nursing Learning Extension examination was higher than the state and national averages. Also in 2005, seven of eight graduates (87.5%) from Southern's Master's Family Nurse Practitioner program passed the required national certification examination (National pass rate was 90%).

Performance of Bachelor of Science in Nursing Program Completers on National Council of State Boards of Nursing Learning Extension (NCLEX-RN) Examination		2002	2003	2004	2005	2006
SCSU		94%	92%	93%	94%	92%
WCSU		86%	94%	100%	100%	100%
Statewide		91%	NA	NA	89%	90%
National		82%	83%	87%	85%	87%

GRADUATES WHO REPORT THEIR CSUS CURRICULUM ENHANCED GENERAL EDUCATION SKILLS

Performance Indicator

This indicator shows the percent of graduates who reported that their CSUS education had a positive impact on their ability to: think critically, analytically and logically; write effectively; communicate well orally; use scientific and quantitative skills; and acquire new skills and knowledge independently.

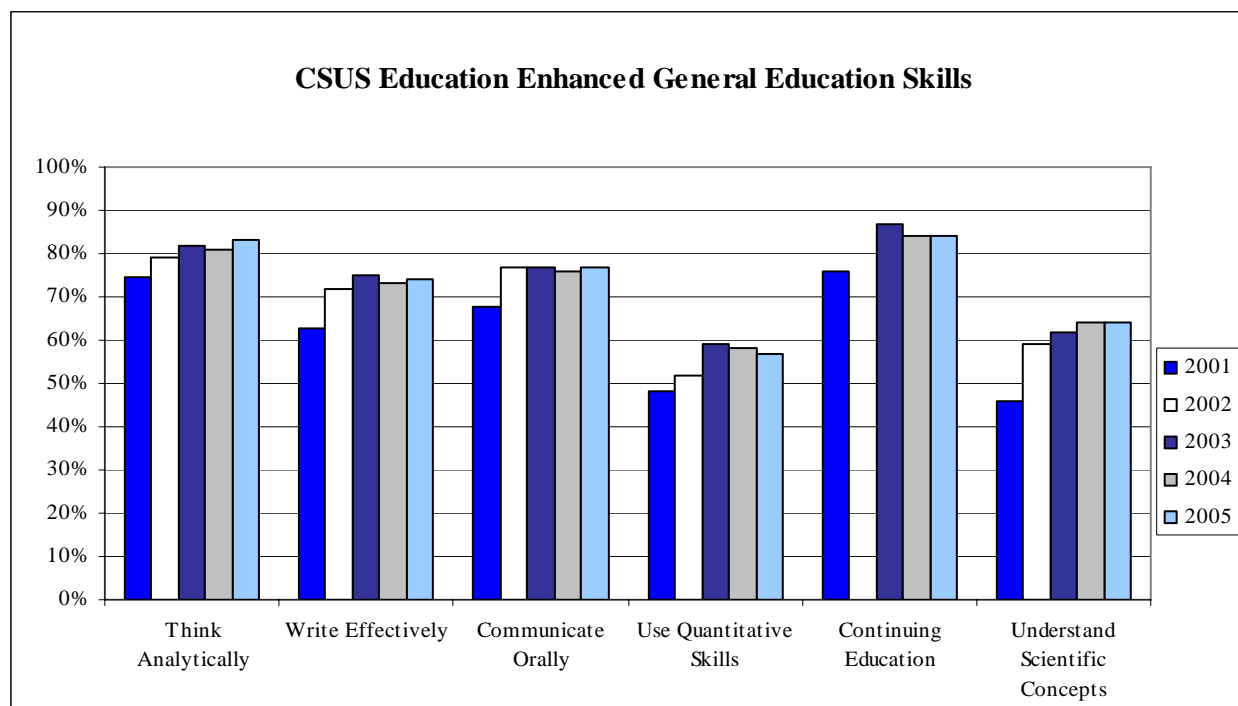
Data Analysis

The General Education component in each curriculum provides a foundation for each undergraduate student's academic work and lifelong learning. It is significant that among all the outcomes, Acquiring New Information on Their Own (Continuing Education) was most enhanced by a CSUS education. This indicates that our students have learned how to learn. As alumni, they are able to identify life long learning skills that serve them well in graduate studies and for their jobs/ professions. The universities are striving to improve the various components of General Education in their curricula. Each has initiatives to assess the impact of General Education in the overall schema of measuring learning outcomes.

To what extent do CSUS graduates report positively on the outcomes they received from their education?

General Education Outcomes: CSUS Survey of Graduates

	2001	2002	2003	2004	2005
Think Analytically	74%	79%	82%	81%	83%
Write Effectively	63%	72%	75%	73%	74%
Communicate Orally	68%	77%	77%	76%	77%
Use Quantitative Skills	48%	52%	59%	58%	57%
Continuing Education	76%	NA	87%	84%	84%
Understand Scientific Concepts	46%	59%	62%	64%	64%



COLLABORATIVE ACTIVITIES WITH K-12

Performance Indicator

Collaborative activities and programs supported by the state universities in Connecticut public schools.

Performance Improvement Goal

Each University will maintain partnerships at their current level.

Data Analysis

The universities in the CSU system are proud of the long-standing relationships they have forged with the schools in their primary service areas.

The relationships with Professional Development Schools are based on formal, signed agreements between school and university personnel. In addition, there are partner schools where university faculty

members have long-standing collaborations with school teachers and/or staff.

K-12 Formal Relationships or Partnerships					
	2002	2003	2004	2005	2006
CCSU	31	35	35	35	35
ECSU	5	7	7	7	5
SCSU	24	35	35	36	36
WCSU	9	15	15	15	16
ALL CSUS	69	92	92	93	92

Central Connecticut State University: The CCSU Professional Development School Network (Naylor K-8 School and Dwight Elementary School in Hartford; Holmes Elementary School, Pulaski and Slade Middle Schools in New Britain; and West District Elementary School in Farmington) had two primary goals for 2005-2006 : 1) deepening PDS relationships through increased involvement of CCSU students and faculty at multiple levels at each school community, and 2) articulating the fit of the PDS work with other partnerships and projects that exist within the School of Education and Professional Studies (SEPS). In addition to the PDS relationships, there are other partnerships involving K-12 students and schools; some examples include: Artist-in-Residence; CCSU ConnCAS Summer Program; Central & the City Partnership; CONNCAP: Connecticut Collegiate Awareness and Preparation Program; EOP—Educational Opportunity Program, Electrathon, an *Electric Vehicle Competition*; Partners in Science; The 7th FIRST LEGO® League Robotics Competition.

Eastern Connecticut State University has been engaged in four major initiatives in the school districts in its vicinity: The 26 participants in the Institute for *Future Teachers Using Technology* (June 26 – July 1, 2005) came from 13 school districts; the twenty-three participants in the *Summer Institute for Future Teachers* (July 5 – 22, 2005) participants came from 14 school districts; the 675 participants in the *Future Teachers Conference* on March 25, 2006 came from 42 schools; the *Young Educators Society* (YES Club) at Windham High School included the participation of 12 high school students, two university mentors, a high school math teacher, and a university faculty member.

Southern Connecticut State University continues to build upon its long and rich history of involvement with Connecticut's K-12 schools. *Professional Development Schools* (Edgewood Magnet School, Jepson Non-Graded Regional Magnet School, Conte-West Hills K-8 Magnet School, James Hillhouse High School and Jerome Harrison Elementary School) have close working relationships between school and university personnel. *Partner Schools* (Katherine Brennan School, Wilbur Cross High School, Hill Regional Career High School, and

COLLABORATIVE ACTIVITIES WITH K-12

Data Analysis (Continued)

Wintergreen Interdistrict Magnet School) have historical relationships with SCSU, and at least one university faculty member has a long standing collaboration with a school faculty member.

Other activities include A **School of Education** partnership with Hillhouse High School in New Haven through the Minority Teacher Recruitment Program. Currently, 18 students are at SCSU through this program in various stages in their academic careers. Four students graduated in the past year. Faculty and students in the **Department of Educational Leadership and Policy Studies** are involved in a number of projects with local schools to identify areas of need and produce/implement plans and strategies to address school needs in the areas of leadership, curriculum/achievement, and culture. The **Department of Social Work** continued its partnership with two local districts in providing support to students to reduce adolescent violence. The **Department of Communication Disorders** continues to provide preschool speech, language, and communication evaluation services to the New Haven Public Schools. The National Science Foundation (NSF) awarded the SCSU **Physics Department** a six-year, \$1,484,000 grant for the development of a joint, cutting-edge science center with Yale University for enhancing the education of future science teachers and educational outreach. The **Center for the Environment** designs curriculum materials and supervises school group visits to Outer Island as part of its educational outreach mission. The **Disability Resource Center's** annual Mentoring Day for high school students with disabilities is designed to assist in easing the transition into college for students with disabilities. SCSU's **Center for Adaptive Technology** provided presentations to local districts regarding the use of assistive technology for students with disabilities. In addition, the Center provides a service to local school districts to scan textbooks into digital formats.

Western Connecticut State University developed a pilot partnership program with Bethel School District's Middle and High Schools where preservice students each completed a BEST 10 day professional development experience. Bethel and Danbury High School Mathematics and English departments continued to collaborate with WCSU's faculty on what their high school students needed to learn for a smooth transition from high school to college. There is now a partnership with Hord Academy, where WCSU students receive training from the Danbury Math Specialists prior to going into the schools. With a US Department of Education grant to Danbury School District, Western's History Department provided course work to 18 of Danbury's High School and Middle School History teachers. Through FIPSE Science Enhancement funding, over 100 of Danbury's 3rd through 5th grade teachers received professional development. Western developed a partnership program for the transition of 18-21 year old developmentally challenged youth. The program has successfully completed its third year, and has received federal funding to serve as a model transition program for Connecticut and other states. During the 2005-2006 academic year, WestConn partnered with Danbury, New Fairfield, Brookfield and Newtown School Districts in developing the new global curriculum for the Western Academy of International Studies.

MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (African-Americans, Hispanics, Asian/Pacific Islanders, and Native Americans) enrolled in the state universities compared to the proportions in the state's population, 18 years of age and older.

Data Analysis

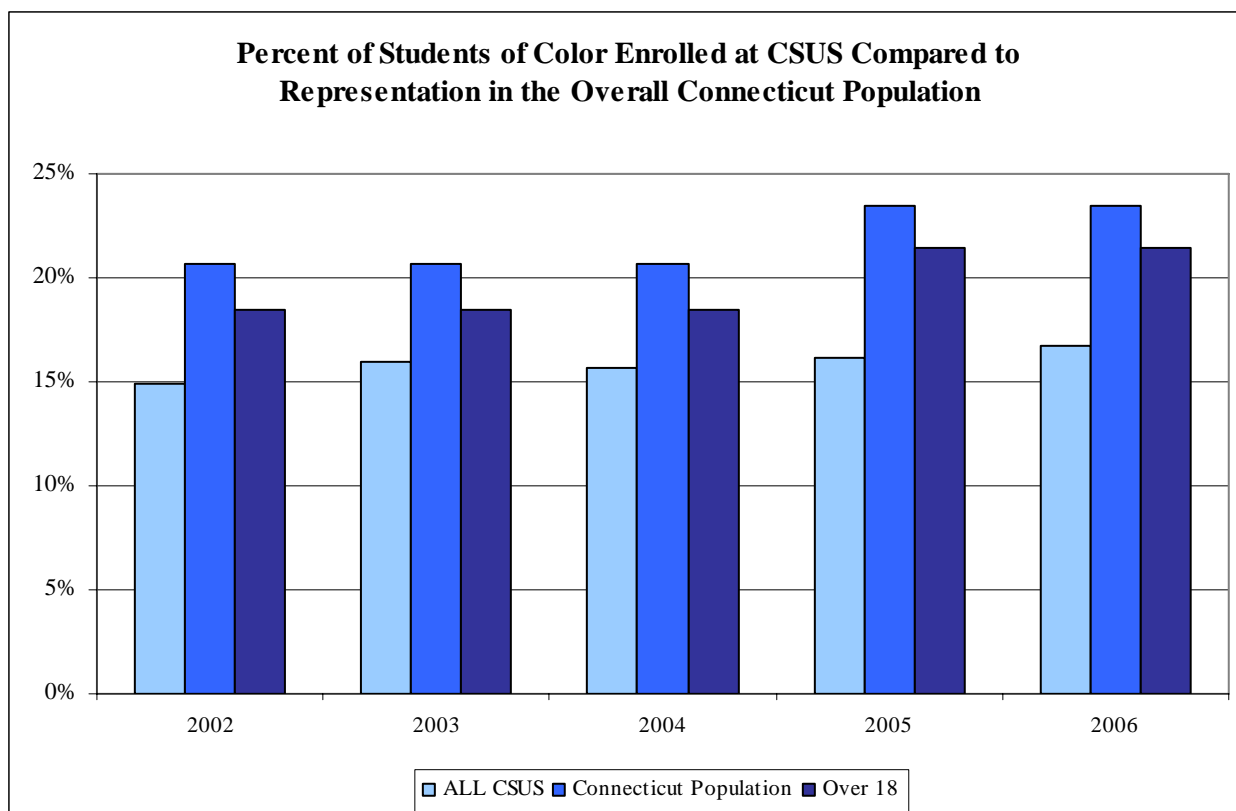
Students of color continue to view CSUS favorably when choosing postsecondary education. Each university shows positive movement in expanding diversity, with each campus at least 1.5 percentage points higher than five years ago. The widening gap between the 18 and over Connecticut population and CSUS for minority students is not specific to our system but reflects a national trend. CSUS is working with local districts to increase college readiness among high school graduates.

Performance Improvement Goal

The percentage of students of color at CSUS institutions will achieve parity with the percentage of over 18 year old residents of color in the state population.

Enrollment of Students of Color by Campus Compared to Connecticut Population

	2002	2003	2004	2005	2006
CCSU	14.1%	15.4%	15.2%	15.7%	15.9%
ECSU	12.3%	12.8%	12.7%	13.6%	14.1%
SCSU	17.5%	18.6%	18.3%	18.6%	19.0%
WCSU	13.6%	14.5%	14.1%	14.3%	15.6%
ALL CSUS	14.9%	16.0%	15.7%	16.2%	16.7%
Connecticut Population	20.7%	20.7%	20.7%	23.5%	23.5%
Over 18	18.5%	18.5%	18.5%	21.4%	21.4%



MINORITY ENROLLMENT

Enrollment by Ethnic Group					
Black	2002	2003	2004	2005	2006
CCSU	6.3%	6.9%	7.0%	7.3%	7.3%
ECSU	6.7%	6.4%	6.6%	6.9%	6.9%
SCSU	10.0%	10.1%	10.2%	10.5%	10.7%
WCSU	5.4%	5.1%	5.1%	5.2%	5.7%
ALL CSUS	7.5%	7.6%	7.8%	8.0%	8.1%
CT Population	8.7%	8.7%	8.7%	9.2%	9.2%
CT Population 18+	7.9%	7.9%	7.9%	8.5%	8.5%
Hispanic	2002	2003	2004	2005	2006
CCSU	4.7%	5.1%	5.3%	5.3%	5.4%
ECSU	3.4%	3.8%	4.0%	4.7%	4.9%
SCSU	5.0%	5.6%	5.7%	5.6%	5.8%
WCSU	4.8%	5.4%	5.4%	5.5%	6.0%
ALL CSUS	4.6%	5.1%	5.2%	5.4%	5.6%
CT Population	9.4%	9.4%	9.4%	10.9%	10.9%
CT Population 18+	8.0%	8.0%	8.0%	9.5%	9.5%
Asian/Pacific Islander	2002	2003	2004	2005	2006
CCSU	2.8%	3.1%	2.5%	2.6%	2.7%
ECSU	1.3%	1.7%	1.4%	1.5%	1.7%
SCSU	2.2%	2.7%	2.3%	2.2%	2.3%
WCSU	3.0%	3.7%	3.3%	3.5%	3.6%
ALL CSUS	2.4%	2.8%	2.4%	2.5%	2.6%
CT Population	2.4%	2.4%	2.4%	3.2%	3.2%
CT Population 18+	2.4%	2.4%	2.4%	3.2%	3.2%
Native American	2002	2003	2004	2005	2006
CCSU	0.3%	0.3%	0.5%	0.5%	0.5%
ECSU	0.8%	0.9%	0.7%	0.6%	0.6%
SCSU	0.2%	0.3%	0.2%	0.3%	0.3%
WCSU	0.3%	0.3%	0.3%	0.2%	0.2%
ALL CSUS	0.3%	0.4%	0.4%	0.4%	0.4%
CT Population	0.2%	0.2%	0.2%	0.2%	0.2%
CT Population 18+	0.2%	0.2%	0.2%	0.2%	0.2%

OPERATING EXPENDITURES FROM STATE SUPPORT

Common Core Performance Indicator

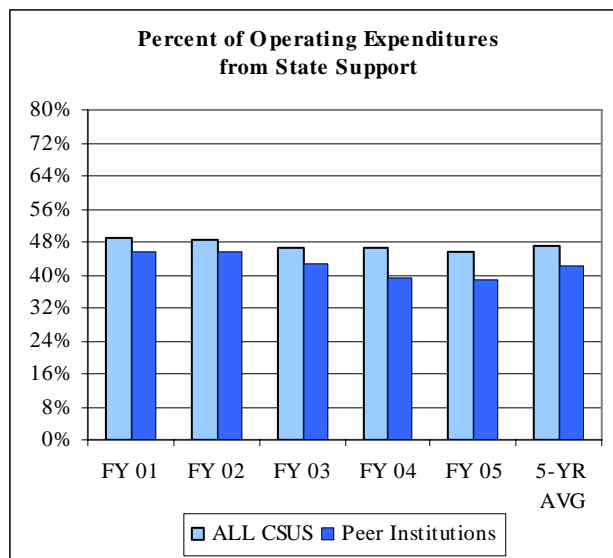
Total state appropriations, including general fund fringe benefits and state support for student financial aid, as a percent of total education and general expenditure, excluding capital equipment purchased with bond funds.

Data Analysis

The percentage of operating expenditures from state support for the Connecticut State University System (CSUS) has been consistently higher compared to its peer institutions, averaging 47.2% over the five-year period from FY2001 through FY2005, versus 42.3% for peer institutions. However, the general trend for both CSUS and its peers is that the percentage of operating expenditures from state support is declining. This trend is unfortunate for CSUS, since the System

depends on State support to maintain the quality of programs and services at the levels expected by the State's students, businesses and citizens, while also ensuring access and affordability.

To what extent does the State support the universities in the Connecticut State University System, and how does that compare to state support for peer institutions in other states?



	FY2001	FY2002	FY2003	FY2004	FY2005	5-Year Average
Central CT State University	48.9%	45.7%	41.6%	40.7%	43.3%	43.8%
CCSU Peers	45.8%	46.0%	43.0%	38.7%	38.0%	42.1%
Eastern CT State University	45.9%	50.3%	50.7%	50.4%	46.5%	48.7%
ECSU Peers	45.1%	46.1%	42.4%	37.4%	37.7%	41.5%
Southern CT State University	49.4%	52.3%	48.9%	50.5%	45.9%	49.3%
SCSU Peers	46.8%	46.0%	43.7%	41.0%	40.1%	43.3%
Western CT State University	52.2%	46.1%	48.7%	49.3%	48.3%	48.9%
WCSU Peers	45.6%	46.3%	43.5%	41.1%	40.6%	43.4%
ALL CSU	49.1%	48.6%	46.5%	46.6%	45.5%	47.2%
Peer Institutions	45.7%	45.6%	42.8%	39.4%	38.6%	42.3%

REAL PRICE TO STUDENTS

Common Core Performance Indicator

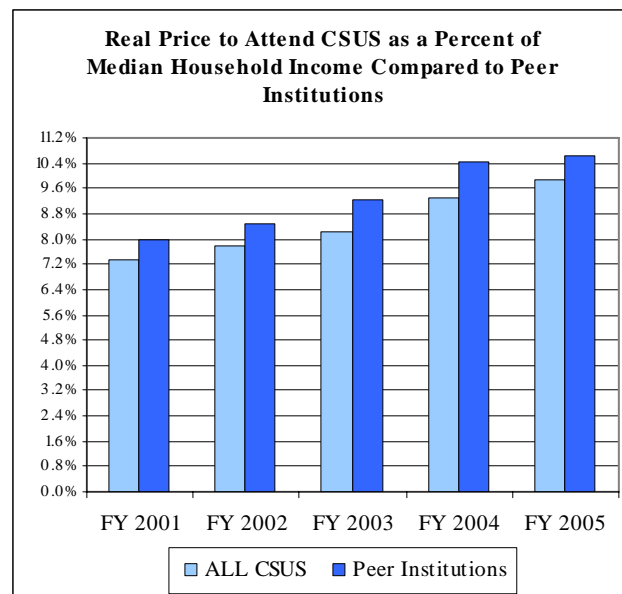
This indicator shows tuition and required fees not including student health insurance as a percent of state median household income.

Data Analysis

Over the five-year period from FY2001 through FY2005, the average cost of tuition and mandatory fees at the Connecticut State University System (CSUS) has consistently represented a smaller percentage of median household income (MHI) than its combined peer group. For FY2005, CSUS's percentage of 9.87% compares favorably with the peer group rate of 10.61%. CSUS's historical rates reflect a favorable variance versus its peers, ranging from 0.63 percentage points in 2001 to 0.74 percentage points in 2005. The percentage for CSUS has increased by 2.54 percentage points over the five years, mainly due to the fact that the Connecticut MHI had a considerably lower rate of growth over the five years than the average MHI for the peer aggregate. Among the peer group, the percentage has increased by 2.65 percentage points in the same time period. In terms of affordability, CSUS continues to maintain a price advantage versus its peers, and remains an excellent value.

Performance Improvement Goal

Our target is to maintain the percent of CSUS tuition in reference to MHI below the aggregate for our peer group.



Real Price to Attend CSUS

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	5-year % Change
CSU System Average						
Tuition and Fees	3,910	4,153	4,531	5,121	5,611	43.5%
Connecticut MHI	53,347	53,387	54,965	55,100	56,835	6.5%
T&F as % of MHI	7.33%	7.78%	8.24%	9.29%	9.87%	
Peer Average						
Tuition and Fees	3,643	3,873	4,285	4,872	5,294	45.3%
Average MHI	45,768	45,705	46,398	46,814	49,877	9.0%
T&F as % of MHI	7.96%	8.47%	9.24%	10.41%	10.61%	

REAL PRICE TO STUDENTS

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	5-year % Change
CENTRAL						
Tuition and Fees	3,972	4,373	4,769	5,383	5,902	48.6%
Connecticut MHI	53,347	53,387	54,965	55,100	56,835	6.5%
T&F as % of MHI	7.45%	8.19%	8.68%	9.77%	10.38%	
Tuition and Fees – Peer Average	3,787	4,026	4,454	5,060	5,629	48.6%
MHI Peer Average	46,036	45,859	46,819	47,387	51,348	11.5%
T&F as % of MHI – Peer	8.23%	8.78%	9.51%	10.68%	10.96%	
EASTERN						
Tuition and Fees	3,906	4,095	4,455	5,045	5,556	42.2%
Connecticut MHI	53,347	53,387	54,965	55,100	56,835	6.5%
T&F as % of MHI	7.32%	7.67%	8.11%	9.16%	9.78%	
Tuition and Fees – Peer Average	3,653	3,848	4,409	5,055	5,603	53.4%
MHI Peer Average	49,034	48,520	48,836	49,507	52,437	6.9%
T&F as % of MHI – Peer	7.45%	7.93%	9.03%	10.21%	10.69%	
SOUTHERN						
Tuition and Fees	3,850	4,027	4,443	5,010	5,474	42.2%
Connecticut MHI	53,347	53,387	54,965	55,100	56,835	6.5%
T&F as % of MHI	7.22%	7.54%	8.08%	9.09%	9.63%	
Tuition and Fees – Peer Average	3,319	3,638	4,040	4,555	5,027	51.5%
MHI Peer Average	45,249	45,874	46,785	46,445	50,332	11.2%
T&F as % of MHI – Peer	7.33%	7.93%	8.64%	9.81%	9.99%	
WESTERN						
Tuition and Fees	3,910	4,115	4,455	5,045	5,513	41.0%
Connecticut MHI	53,347	53,387	54,965	55,100	56,835	6.5%
T&F as % of MHI	7.33%	7.71%	8.11%	9.16%	9.70%	
Tuition and Fees – Peer Average	3,982	4,171	4,578	5,258	5,558	39.6%
MHI Peer Average	45,828	45,287	46,311	46,714	49,537	8.1%
T&F as % of MHI – Peer	8.69%	9.21%	9.89%	11.26%	11.22%	

STUDENT FINANCIAL AID FROM STATE SUPPORT

Performance Indicator

This indicator shows the ratio of state support for financial aid to total aid awarded.

Performance Improvement Goal

Increase the current percentage of student financial aid from state support to that of the peer group aggregate.

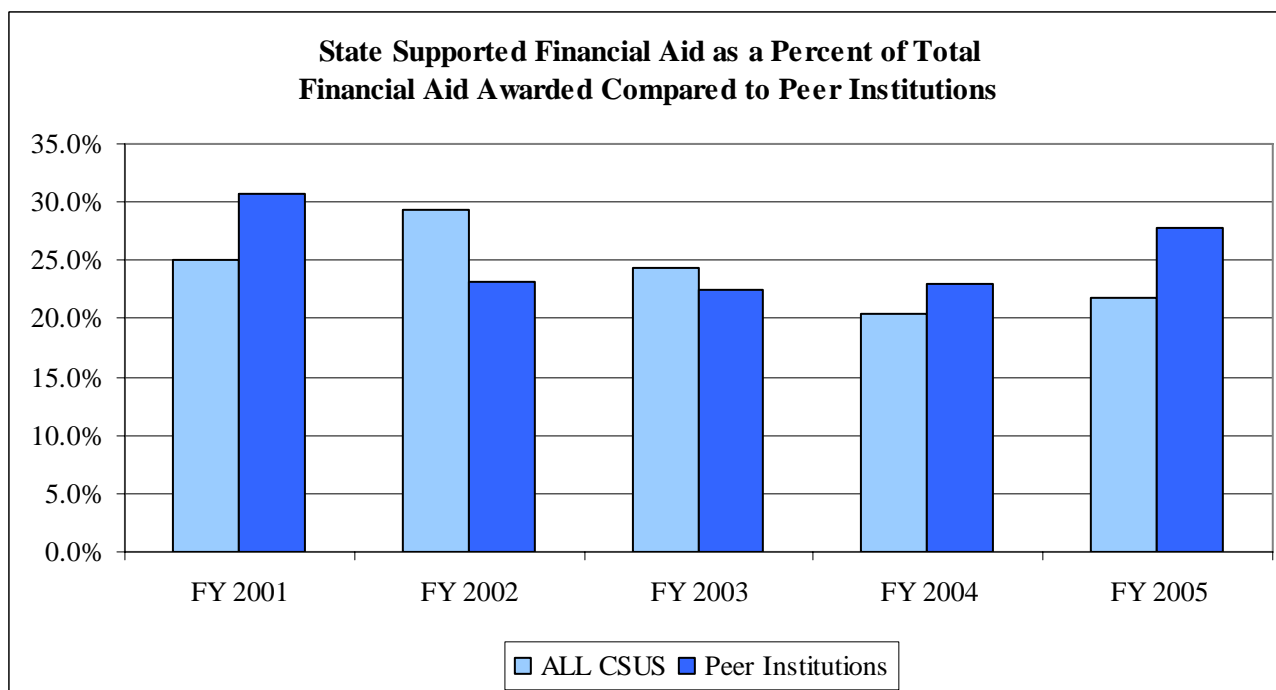
Data Analysis

Connecticut State University System (CSUS) students receive less in financial aid from state support as a percentage of total financial aid than do students at peer universities. This percentage rose significantly until FY2002, in fact surpassing peer institutions in that year and the following; but then dropped off

dramatically in FY2003, with that trend continuing in FY2004. The percentage increased slightly in FY2005, but was still far below both the FY2002 level as well as the FY2005 average peer level. Students at peer institutions experienced a dramatic decline in FY2002 and maintained these lower levels in the following two years; however, the percent of Financial Aid from State Support for our peers increased dramatically in FY2005, to 27.8%. The generally lower amount of state support for CSUS students is due to the fact that funding for CAPCS has been declining since FY2002. Funding for CAPCS remained unchanged in FY2002 versus FY2001; it then decreased 11.2% from FY2002 to FY2003, 8.6% from FY2003 to FY2004, and showed only a modest increase of 3.0% from FY2004 to FY2005. Peer institutions come from 19 different states, all with different state financial aid programs. It should be noted that the CAPCS program is currently funded at only 36% (versus a high of 81% in FY2001). It is strongly urged that the state fully fund the CAPCS program in the future.

Percent of Financial Aid from State Support

	FY 01	FY 02	FY 03	FY 04	FY 05
CSUS Institutions	25.0%	29.3%	24.3%	20.4%	21.8%
Peer Institutions	30.7%	23.1%	22.4%	23.0%	27.8%



INCOMING FRESHMEN WHO ARE CONNECTICUT RESIDENTS

Performance Indicator

This indicator shows the percent of new, full time, degree-seeking freshman indicating Connecticut residence in information collected at enrollment. Data are for the fall semester in each year indicated.

Performance Improvement Goal

While percentages will vary by university, the goal of the system is to maintain a minimum 90% enrollment of Connecticut residents.

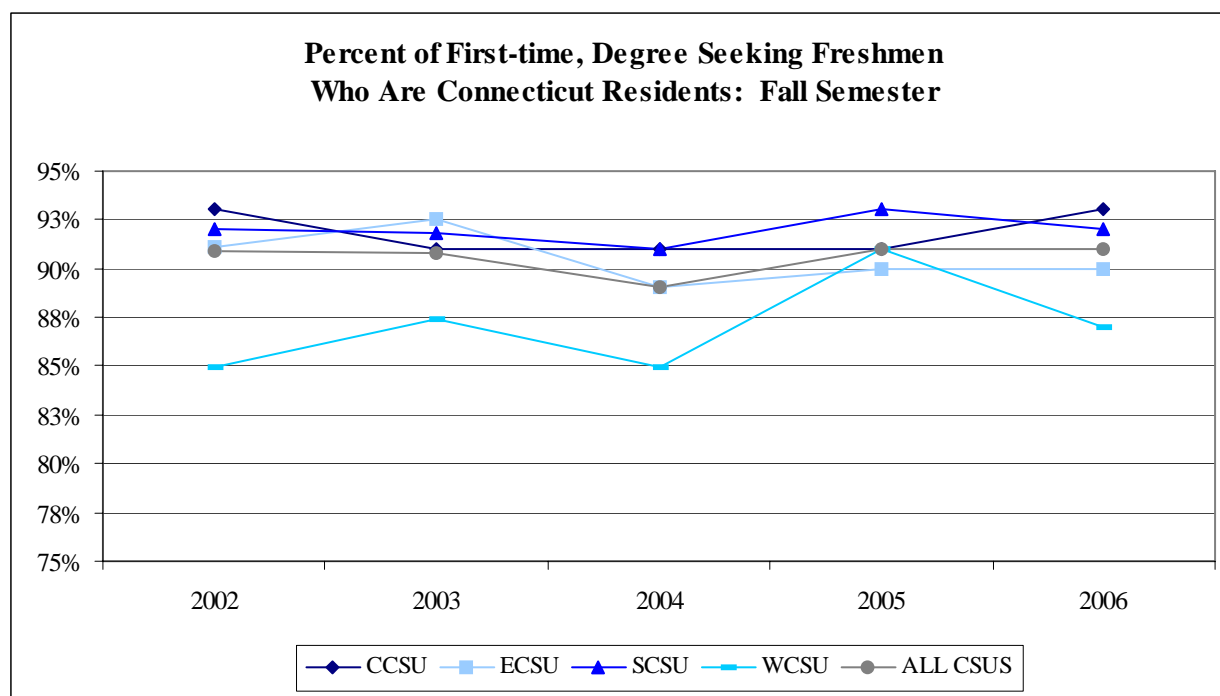
Percent CT Residents of All New Freshmen

Data Analysis

CSUS consistently fulfills its mission of providing high quality education for Connecticut residents by attracting more than 90% of its enrollment from within the state. In fall 2006, the percentage of Connecticut residents enrolled as first-time, degree-seeking freshmen in the CSU system was again more than 90% of all new freshmen, at three of the universities. In four of the past five years, the percentage of new freshmen attending all CSUS universities combined who are Connecticut residents has exceeded 90%, the highest for any Connecticut four-year college or university.

	2002	2003	2004	2005	2006
CCSU	93%	91%	91%	91%	93%
ECSU	91%	93%	89%	90%	90%
SCSU	92%	92%	91%	93%	92%
WCSU	85%	87%	85%	91%	87%
ALL CSUS	91%	91%	89%	91%	91%
ALL CSUS-CT Residents Total Enrollment	92%	92%	93%	93%	93%

Overall, the number of Connecticut residents in CSUS's total student body continues to increase; more than 93% of CSUS's 35,795 students in fall 2006 were Connecticut residents, a third consecutive year at this level.



DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percentage of degrees conferred by credit program area.

To what extent are graduates of CSUS universities in program areas that address state economic needs?

Data Analysis

The CSU system confers more undergraduate and graduate degrees than any institution in Connecticut. In 2005-06, the CSUS institutions conferred 22 associate degrees, 4,509 bachelors degrees and post baccalaureate certificates, 1,891 masters degrees, 200 post-graduate certificates and 20 doctoral degrees in Education Leadership. The total shows a 21% increase over the past five years. Almost all program areas, as noted in the table on page 23, showed an increase from last year; and all show an increase over the five-year period.

The four universities in the CSU system play a vital role not only among the 19 public colleges and universities in Connecticut, but also among all 46 post secondary institutions in the state, awarding almost 25% of all Bachelor and Masters degrees. The impact on key workforce areas, as well as the state's economy, is substantial. Individual university missions will engender programmatic differences, but in the key workforce areas, there has been a general growth system wide. During 2005-06 universities in the CSU system awarded 1,721 degrees and certificates in Teacher Preparation Programs—those required for entry into the profession. CSUS continues to produce more Connecticut teachers than any other institution in the state, with SCSU and CCSU ranking first and second respectively. These degrees represent 47% of the statewide total. In addition, 563 advanced degrees and certificates were also awarded in Education fields. CSUS universities awarded more degrees and certificates for teacher preparation than all other colleges and universities combined (53%), including 56% of all bachelors degrees and post-bachelors certificates, and two-thirds of all masters degrees and post-masters certificates. In addition, CSUS continued to award more degrees/certificates in program shortage areas identified by the Connecticut State Department of Education than any other college or university (55%); 29% of all CSUS teacher preparation degrees were in the shortage areas. Thirty-seven percent of all Education awards at SCSU were in the shortage areas. The number of undergraduate nursing degrees awarded by CSUS universities decreased by 14 over last year (152 to 138); however, there was a slight increase in the number of masters degrees. In 2004-05, more BSN degrees were conferred for RN training from CSUS institutions than from any other college or university in the state.

CSUS Key Workforce Areas				
	2002-03	2003-04	2004-05	2005-06
All Education Awards	2,045	1,926	2,088	2,404
Total Teacher Preparation	1,734	1,653	1,794	1721
% CSUS of State Total	48%	54%	56%	47%
Shortage Areas	287	439	521	749
% CSUS of State Total	42%	56%	55%	51%
Nursing	142	188	197	185
Biological Sciences	137	140	143	140
Physical Sciences	59	67	71	67
Computer Sciences*	285	257	244	188

*includes Management Information Systems and Computer Information Technology

DEGREES CONFERRED BY CREDIT PROGRAM

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	5-yr Chg
CENTRAL						
Business	413	404	453	482	472	14%
Health/Life Sciences	76	90	108	129	98	29%
Science/Engineering/Technology	251	211	247	244	246	-2%
Social Sciences	372	343	411	384	437	17%
Liberal Arts/Multidisciplinary Studies	13	11	9	11	54	315%
Humanities/Arts/Communications	234	184	255	295	277	18%
Social & Public Services	50	45	43	68	54	8%
Education	471	702	641	639	705	50%
TOTAL	1,880	1,990	2,167	2,252	2,343	25%
EASTERN						
Business	108	113	139	136	141	31%
Health/Life Sciences	14	20	15	24	16	14%
Science/Engineering/Technology	42	57	62	73	77	83%
Social Sciences	266	345	248	262	241	-9%
Liberal Arts/Multidisciplinary Studies	140	91	120	125	122	-13%
Humanities/Arts/Communications	152	144	161	173	218	43%
Social & Public Services	31	35	53	47	54	74%
Education	97	111	135	129	131	35%
TOTAL	850	916	933	969	1,000	18%
SOUTHERN						
Business	165	160	170	231	225	36%
Health/Life Sciences	174	200	242	225	263	51%
Science/Engineering/Technology	62	89	76	89	80	29%
Social Sciences	350	433	436	354	382	9%
Liberal Arts/Multidisciplinary Studies	67	83	74	96	121	81%
Humanities/Arts/Communications	250	308	280	266	261	4%
Social & Public Services	221	273	272	229	256	16%
Education	654	729	680	778	732	12%
TOTAL	1,943	2,275	2,230	2,268	2,320	19%
WESTERN						
Business	177	151	211	208	212	20%
Health/Life Sciences	103	68	57	65	94	-9%
Science/Engineering/Technology	37	29	30	30	26	-30%
Social Sciences	124	90	119	134	142	15%
Liberal Arts/Multidisciplinary Studies	9	6	15	14	11	22%
Humanities/Arts/Communications	162	126	118	133	163	1%
Social & Public Services	69	59	82	89	92	33%
Education	117	191	243	228	239	104%
TOTAL	798	720	875	901	979	23%

DEGREES CONFERRED BY CREDIT PROGRAM

Data Analysis (continued)

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	5-yr Chg
ALL CSUS						
Business	863	828	973	1,057	1,050	22%
Health/Life Sciences	367	378	422	443	471	28%
Science/Engineering/Technology	392	386	415	436	429	9%
Social Sciences	1,112	1,211	1,214	1,134	1,202	8%
Liberal Arts/Multidisciplinary Studies	229	191	218	246	308	34%
Humanities/Arts/Communications	798	762	814	867	919	15%
Social & Public Services	371	412	450	433	456	23%
Education	1,339	1,733	1,699	1,774	1,807	35%
TOTAL	5,471	5,901	6,205	6,390	6,642	21%

WORKFORCE PREPARATION

Performance Indicator

The number and percentage of CSUS graduates employed in Connecticut in the first quarter after graduation and still employed six months later.

To what extent do CSUS graduates contribute to Connecticut's workforce?

Data Analysis

In addition to enrolling more Connecticut residents than any university in the state, and conferring more degrees than any college or university in the state, a significant number of CSUS's graduates enter the Connecticut workforce. According to data provided by the Connecticut Department of Labor, almost eight of ten CSUS's bachelors degree recipients enter the Connecticut workforce after graduation and about 90 percent of those have retained employment for at least six months. These data only apply to those graduates working in Connecticut. According to the most recent CSUS graduate survey data 27% of our graduates are pursuing further education and 12% are employed outside of Connecticut.

More than one-third of CSUS's baccalaureate degrees are awarded in seven program areas (Education, Nursing, Biological Sciences, Physical Sciences, Computer Science/Information Technology, Mathematics, and Engineering and Engineering Technology) that address key Connecticut workforce needs.

Percent of CSUS Graduates Employed in Connecticut Workforce in the First Quarter after Graduation

	2000-01	2001-02	2002-03	2003-04	2004-05	% Enrollment CT Residents*
CCSU	982 84%	1,125 84%	1,039 82%	1,089 77%	1,245 81%	94%
ECSU	562 78%	598 72%	572 76%	614 77%	650 75%	92%
SCSU	753 83%	729 81%	887 77%	859 77%	867 79%	94%
WCSU	428 71%	433 72%	392 71%	457 73%	529 73%	90%
ALL CSUS	2,713 80%	2,885 78%	2,890 78%	3,019 76%	3,291 78%	93%

SOURCE: Connecticut State Department of Labor, Office of Research

* Undergraduates, Fall 2006

NON-CREDIT REGISTRATIONS

Common Core Performance Indicator

Annual course registrations of non-credit students by the following two categories: personal development and workforce development.

To what extent are CSUS institutions being responsive to the needs of life-long learners for personal and workforce development?

Data Analysis

This indicator presents another factor for measuring CSUS's response to business professional and community needs, beyond the degree programs its universities offer. Many of these registrations reflect continuing professional education in such fields as Education, Social Work, Public Health and Communication Disorders.

The differences in course registrations among the universities reflect their individual emphases in these areas.

Non Credit Offerings and Enrollment					
	July 1, 2001 - June 30, 2002	July 1, 2002 - June 30, 2003	July 1, 2003 - June 30, 2004	July 1, 2004 - June 30, 2005	July 1, 2005 - June 30, 2006
CCSU	966	728	1,020	342	418
ECSU	345	222	246	132	132
SCSU	705	1,375	920	1,033	1,085
WCSU	367	928	1,015	743	610
ALL CSUS	2,383	3,253	3,201	2,250	2,245

GRADUATES WHO PARTICIPATED IN SERVICE LEARNING ACTIVITIES

Performance Indicator

This indicator shows self-reporting by graduates (CSUS's annual Survey of Graduates) on activities to benefit their community as well as expand the scope of their undergraduate curriculum while they were enrolled at one of the CSUS universities.

Performance Improvement Goal

The number of graduates participating in service learning will vary by university with an overall target of +2% over five years for the CSU system.

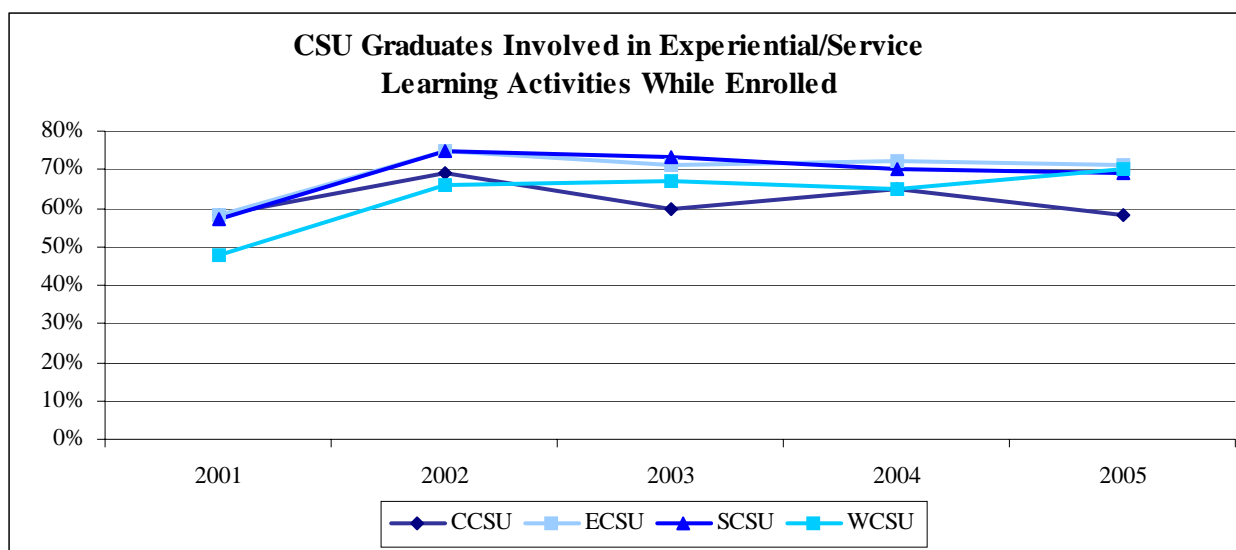
Data Analysis

These activities included but were not limited to service learning (e.g., student teaching, internships, cooperative education, and practica). Students indicating any one of these activities were included, but were not counted more than once if multiple activities were listed.

CSUS Graduates Involved in Experiential/Service

	2001	2002	2003	2004	2005
CCSU	58%	69%	60%	65%	58%
ECSU	58%	75%	71%	72%	71%
SCSU	57%	75%	73%	70%	69%
WCSU	48%	66%	67%	65%	70%
ALL CSUS	56%	72%	68%	65%	66%

Almost two-thirds of the CSUS graduates responding to the survey reported being involved in community service, and/or experiential learning including student teaching, internships, practica or cooperative education activities while enrolled as students. This is consistent with the universities' expanding community service and experiential learning activities, as part of program requirements for graduation. These activities may be voluntary (not required for the degree), such as cooperative education; mandatory (required for the degree), such as student teaching or an allied health practicum; or either, such as an internship where the student may receive a salary or degree credit. The trends in the accompanying chart show consistency in service learning activities over the last five graduating classes. These experiences add a unique aspect to their academic program that not only enhances learning, but also helps to instill the value of civic engagement.



REAL COST PER STUDENT

Common Core Performance Indicator

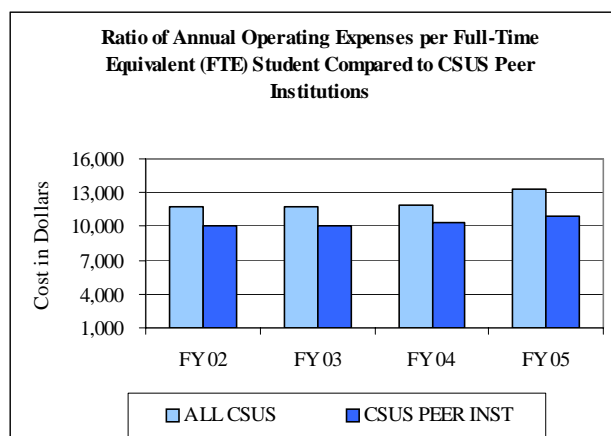
The ratio of total education and general expenditures, including fringe benefits, to full-time equivalent (FTE) students.

How does current real cost compare to peer institutions?

Data Analysis

Real Cost Per Student shows CSUS increasing by 13.2% for the four years FY2002 through FY2005 while our peer group increased 8.5%. This was due to a combination of factors. Over the four years, the cost of operations (as defined above) increased 17.0% at CSUS while that of peer institutions increased 13.7%. Also, over this period CSUS experienced an increase in FTE enrollment of 3.3% versus a 4.7% increase in FTE enrollment at peer institutions. The FTE increase at CSUS

reflects a 16.3% decline in part-time students offset in part by an increase of 7.5% in full-time students over the four-year period. Peer institutions' part-time FTE declined 7.8%, while full-time FTE grew 6.6%. Note that for purposes of this analysis, FTE for CSUS and its peer group is calculated consistently using a formula based on actual headcount. For internal purposes and other external reporting, CSUS calculates FTE based on credit hours.



The implementation of GASB35, effective with FY2002 data, has prompted a change in the calculation of expenses used to develop the Real Cost Per Student measure. Due to changes in GASB and IPEDS reporting, it was not possible to restate post-GASB35 data to mirror pre-GASB35 reporting. Therefore, the “real cost” component of the measure was redefined to include only true “costs of operations”, and not such items as Student Financial Aid, Research expenditures, Public Service expenditures, and Depreciation. This calculation measures Real Cost Per Student based upon true costs of operations: expenditures for Instruction, Academic Support, Student Services, Institutional Support and Operation and Maintenance of Plant.

Real Cost Per Student					
	FY2002	FY2003	FY2004	FY2005	% Change
Fall FTE — CSUS Average	6,684	6,650	6,818	6,907	3.3%
Operating Expenses/FTE — CSUS	11,702	11,765	12,639	13,250	13.2%
% Increase		0.5%	7.4%	4.8%	
Fall FTE — Peer Average	7,151	7,320	7,395	7,487	4.7%
Operating Expenses/FTE — Peers	10,024	10,085	10,394	10,881	8.5%
% Increase		0.6%	3.1%	4.7%	

REAL COST PER STUDENT

	FY2002	FY2003	FY2004	FY2005	% Change
CENTRAL					
Fall FTE	9,181	8,900	9,292	9,422	2.6%
Operating Expenses/FTE	11,027	11,072	14,049	13,018	18.1%
% Increase		0.4%	26.9%	-7.3%	
Fall FTE – CCSU Peer Average	8,419	8,666	8,830	8,942	6.2%
Operating Expenses/FTE – Peers	11,034	10,704	11,113	11,743	6.4%
% Increase		-3.0%	3.8%	5.7%	
EASTERN					
Fall FTE	4,179	4,159	4,241	4,268	2.1%
Operating Expenses/FTE	12,493	12,639	12,488	13,959	11.7%
% Increase		1.2%	-1.2%	11.8%	
Fall FTE – ECSU Peer Average	5,324	5,436	5,474	5,584	4.9%
Operating Expenses/FTE – Peers	9,658	9,619	10,213	10,699	10.8%
% Increase		-0.4%	6.2%	4.8%	
SOUTHERN					
Fall FTE	8,847	8,908	9,132	9,239	4.4%
Operating Expenses/FTE	11,383	11,616	11,124	12,854	12.9%
% Increase		2.0%	-4.2%	15.6%	
Fall FTE – SCSU Peer Average	9,528	9,829	9,957	10,045	5.4%
Operating Expenses/FTE – Peers	9,547	9,915	10,135	10,780	12.9%
% Increase		3.9%	2.2%	6.4%	
WESTERN					
Fall FTE	4,527	4,631	4,608	4,700	3.8%
Operating Expenses/FTE	12,962	12,597	12,939	13,853	6.9%
% Increase		-2.8%	2.7%	7.1%	
Fall FTE – WCSU Peer Average	5,100	5,114	5,110	5,162	1.2%
Operating Expenses/FTE – Peers	9,977	10,031	10,210	10,561	5.9%
% Increase		0.5%	1.8%	3.4%	

RETENTION RATE

Common Core Performance Indicator

The percentage of first-year full-time degree-seeking freshmen who continue in the second year.

Performance Improvement Goal

CSUS's long term system goal is to exceed the median for its peer group.

Data Analysis

Recognizing the need for constant improvement, each of the universities has identified increased retention as one of its key strategic priorities. The CSUS retention rates of first-year, full-time degree-seeking undergraduate students to the second year have improved over the five-year period presented. Overall, the CSU system showed a 75% retention rate among first-time, full-time, degree-seeking students from fall 2005 to fall 2006. This is the first time in five years that the all-CSUS retention rate has declined. Three universities exceeded their peer group median for the last year comparative data are available (2004-05).

First Year Retention Rate of First-time, Full-time Degree Seeking Students

	2001-02	2002-03	2003-04	2004-05	2005-06	Peer Median 2004-05
CCSU	74%	76%	78%	80%	76%	76%
ECSU	76%	75%	75%	78%	75%	76%
SCSU	69%	72%	72%	75%	78%	74%
WCSU	69%	71%	69%	73%	67%	76%
ALL CSUS	72%	74%	76%	77%	75%	76%

With regard to retention by race/ethnicity, the retention rate for Black students exceeded the rate for all students; Asian/Pacific Islander students were at par and Hispanic and American Indian students were below the all-student rate.

One Year Retention Rate by Race/Ethnicity

Cohort	All Students	Black	American Indian	Asian- American	Hispanic	White
Fall 2001	72%	71%	52%	72%	70%	73%
Fall 2002	74%	63%	53%	77%	66%	74%
Fall 2003	76%	76%	85%	64%	68%	77%
Fall 2004	77%	79%	79%	72%	79%	76%
Fall 2005	75%	76%	67%	75%	70%	75%

RETENTION RATE

Data Analysis (continued)

The growth of multi-institutional attendance and discontinuous enrollment poses a challenge to the linear approach to college retention and ultimately graduation rates currently in use.

Persistence should be considered more strongly when gauging student success. For example, of the 4,340 first-time, full-time, first-year students enrolled in the four universities of the CSU System in fall 2002, 3,273 (a **retention** rate of 75%) were still enrolled in the fall 2003 semester. Using the National Student Clearinghouse (NSC) to track enrollment status, an additional 521 were found to have enrolled elsewhere, revising the **persistence** rate to 86%. The remaining students were not enrolled in any of the institutions included in the Clearinghouse's database or their records could not be found. After four years, 52% of the cohort were still enrolled at the CSUS institution at which they started. In addition the NSC found 763 students (18%) from this cohort enrolled at other institutions since they left their CSUS institution; a small percentage are dually enrolled. This raises the four-year retention rate of 52% to a four-year persistence rate of 70%. In addition, by summer of 2006, an additional 713 students graduated from their CSUS institution (546) or from another institution (167), creating a success rate of 86% (retention, 52%; persistence, 18%; and graduation, 16%).

GRADUATION RATE

Common Core Performance Indicator

The percentage of first-year full-time degree-seeking students in a cohort who complete their degree program within four and six years.

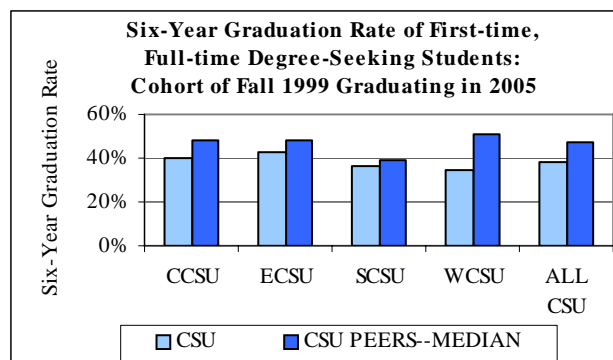
Performance Improvement Goal

CSUS's long term system goal is to exceed the median for our peer group.

Data Analysis

Six-year graduation rates (the percentage of first-year, full-time degree-seeking students who complete their programs within 150% of the normal time period for a baccalaureate degree) decreased slightly system wide from the fall 1998 to fall 1999 cohort (39% to 38%). This rate remains below the 47% median average graduation rate for the CSU System comparison group. However, the mix of attributes for the peer institutions (e.g.,

access policies, entry standards) cannot be determined to permit exact comparability between CSUS and its peers. From data available on the NCES IPEDS Peer Analysis System, CSUS institutions were also below the median six-year graduation rate for the 238 public, Masters 1 institutions (44.1%). Improving these rates is a top priority at the Board level and at the four universities.



However, the above notwithstanding, this single factor should not be considered a key aspect of student access and success. During the 2005-06 academic year, CSUS enrolled over 9,600 new students, both native and transfer; the first-time, full-time, degree-seeking cohort admitted in the fall term—the base criterion for this graduation rate—accounted for only 44% of all those new students. Comparable data have been reported for the three previous academic years. Current research shows that among first-time, full-time freshmen nationally, 50% will not graduate from their starting institution; transfer students, by definition, will be an attrition statistic from their starting institution and, because they are not part of the linear, starting cohort, are not counted when they graduate from their ‘adoptive’ institution. In CSUS’s last graduating class, more bachelor’s degrees were awarded than in any year previous, speaking more to student persistence; and, as in the past two years, almost half of those receiving bachelor’s degrees were transfer students, supporting research findings on multi-institutional attendance, persistence and student success.

Six-Year Graduation Rate of First-time, Full-time Degree Seeking Students

Cohort	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	
Grad Year	2001	2002	2003	2004	2005	Peer Median
CCSU	41%	41%	42%	43%	40%	48%
ECSU	41%	41%	42%	41%	43%	48%
SCSU	34%	37%	33%	37%	36%	39%
WCSU	41%	35%	36%	33%	35%	51%
ALL CSUS	39%	38%	39%	39%	38%	47%

GRADUATION RATE

Data Analysis (continued)

Public policy regarding higher education would be better informed by this broader view of student success, rather than institutional comparison of a limited linear measure. The combination of retention/persistence, number of graduates and the entry of those graduates into the state's work force provides a fairer assessment of institutional effectiveness. Each of the universities in the CSUS system has initiated its own intensive first year program in an attempt to improve retention. These programs have begun to show success and over the next few years these students will remain enrolled and go on to graduate.

Six Year Graduation Rate by Race/Ethnicity								
	Cohort	Graduation	All Students	White	Black	Hispanic	Asian/Pacific	Native
All CSUS	1995	2000-01	39%	41%	31%	33%	46%	33%
CCSU			41%	42%	40%	42%	39%	50%
ECSU			42%	45%	31%	34%	100%	20%
SCSU			34%	36%	26%	20%	60%	50%
WCSU			41%	44%	27%	33%	31%	NA
All CSUS	1996	2001-02	38%	41%	28%	35%	32%	33%
CCSU			41%	42%	34%	45%	42%	67%
ECSU			42%	44%	32%	41%	50%	38%
SCSU			37%	40%	24%	26%	22%	0%
WCSU			35%	36%	28%	19%	27%	0%
All CSUS	1997	2002-03	38%	40%	30%	34%	36%	46%
CCSU			42%	46%	27%	29%	35%	17%
ECSU			42%	44%	29%	37%	40%	75%
SCSU			33%	32%	35%	39%	21%	NA
WCSU			36%	39%	25%	28%	47%	0%
All CSUS	1998	2003-04	39%	41%	31%	26%	37%	53%
CCSU			43%	47%	28%	38%	36%	50%
ECSU			41%	42%	41%	20%	43%	20%
SCSU			37%	39%	29%	27%	33%	67%
WCSU			31%	32%	28%	23%	38%	100%
All CSUS	1999	2004-05	38%	41%	31%	26%	37%	53%
All Peers			46%	49%	36%	36%	44%	15%
CCSU			40%	43%	30%	25%	37%	63%
ECSU			43%	44%	48%	23%	33%	78%
SCSU			36%	38%	29%	28%	23%	0%
WCSU			35%	36%	35%	35%	37%	0%
Four-Year Graduation Rate of First-time, Full-time Degree Seeking Students								
Cohort	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 1999		
Graduation Year	1999	2000	2001	2002	2003	Peer Median		
CCSU	6%	10%	7%	12%	11%	19%		
ECSU	16%	20%	20%	20%	25%	22%		
SCSU	13%	13%	13%	13%	12%	14%		
WCSU	17%	14%	14%	14%	10%	24%		
ALL CSUS	13%	14%	13%	14%	14%	19%		

OPERATING EXPENDITURES FOR INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES

Performance Indicator

This indicator shows the ratio of operating expenses for instruction, academic support (including Libraries) and student services to all education and general expenditures.

Data Analysis

Over the five-year period from FY2001 to FY2005, operating expenses for instruction, academic support, and student services as a percentage of all expenditures for the Connecticut State University System (CSUS) has remained relatively stable, averaging 58.7%.

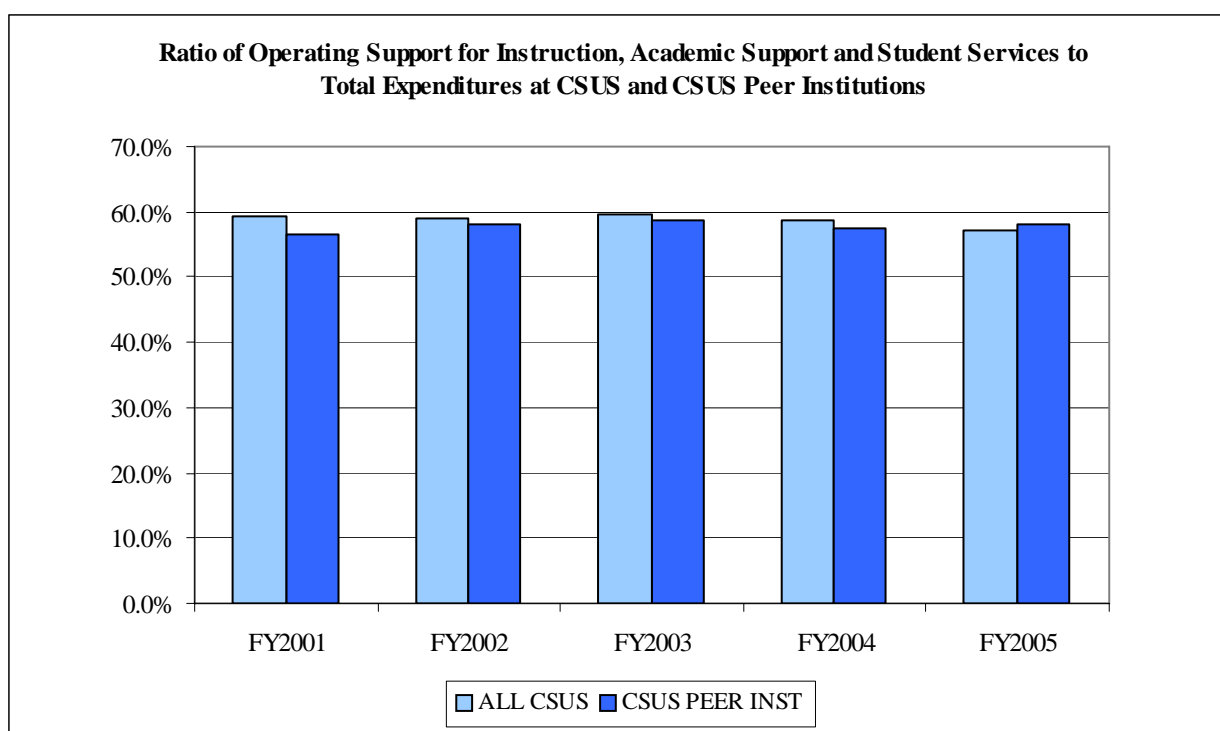
This ratio for its combined peer group has remained slightly lower, averaging 57.9% over the same period. This indicates that CSUS has maintained at a higher-than-average level the amount of funds spent directly on students for such items as faculty, counseling, libraries, and student services, demonstrating CSUS's commitment to learning and to its students. In FY2005 the combined peer group had a slightly higher percentage in this measure, due mainly to dramatic increases in expenditures in these areas by two peer universities. CSUS will continue to strive to increase the amount of funds spent directly on student learning and student services. Note that for purposes of comparability with our peers, CSU System Office expenditures have been excluded from this analysis.

Performance Improvement Goal

Maintain at 61% or to exceed peer group aggregate, whichever is higher. Each university will also maintain its current level or strive to exceed peer group composite, whichever is higher.

Percent of Operating Support for Instruction, Academic Support and Student Services

	FY2001	FY2002	FY2003	FY2004	FY2005
ALL CSUS	59.4%	59.0%	59.7%	58.7%	57.2%
CSUS Peer Institutions	56.7%	58.1%	58.8%	57.6%	58.2%



**OPERATING EXPENDITURES FOR INSTRUCTION,
ACADEMIC SUPPORT AND STUDENT SERVICES**

	FY2001	FY2002	FY2003	FY2004	FY2005
Central CT State University	59.3%	61.6%	62.0%	60.1%	55.9%
CCSU Peers	56.2%	56.6%	58.2%	56.8%	57.4%
Eastern CT State University	53.5%	53.2%	53.6%	51.6%	53.7%
ECSU Peers	57.8%	60.3%	60.1%	57.9%	59.6%
Southern CT State University	65.8%	61.7%	62.1%	62.3%	61.9%
SCSU Peers	56.4%	57.1%	57.2%	56.0%	56.5%
Western CT State University	53.9%	54.6%	56.0%	55.8%	54.2%
WCSU Peers	55.3%	59.8%	61.0%	60.6%	60.8%

FACULTY INSTRUCTIONAL PRODUCTIVITY

Performance Indicator

Workload for full-time faculty is established at 12 credits per semester by the contract negotiated between the CSUS Board of Trustees and the American Association of University Professors for the CSUS faculty.

What is the number of load credits carried annually by each full-time faculty member in the CSU System compared to full-time faculty at CSUS peer institutions?

Data Analysis

The CSUS Vice Presidents for Academic Affairs and System Office staff have developed and adopted a common methodology to report data and calculate instructional productivity of full-time faculty. Instructional productivity includes all load credit hours related to offering instruction, whether credit or non-credit, as well as direct service instruction and program activities to students. This definition excludes chairing an academic department or directing a center or institute that does not involve learning activities for students. It also excludes reassigned time for research and other purely administrative assignments. The following criteria were adopted:

		Number of Load Credits Related to Instruction: Annual for CSUS FT Faculty					
		AY 2001-02	AY 2002-03	AY 2003-04	AY 2004-05	AY 2005-06	% WKLD
CCSU		21.5	21.1	21.1	20.1	20.2	84%
ECSU		21.3	21.4	21.9	21.9	21.3	89%
SCSU		21.4	21.2	20.8	20.5	20.6	86%
WCSU		22.9	20.3	20.9	21.1	18.9	79%
ALL CSUS		21.8	21.0	21.2	20.9	20.3	84%

Items that generate student credit hours: (a) Classroom and online instruction, and (b) Supervision of student activities required to complete a course or degree program, such as: internships, practica, field work, independent studies, thesis preparation, student teaching, and individualized instruction.

Items that *do not* generate student credit hours but nevertheless *do* involve instruction: (a) Non-credit workshops, and (b) Load credit that is directly assigned to activities relating specifically to instruction, such as coordination of instructional programs.

Items that should *not* be included: (a) Managing an institute that does not directly affect students, such as an institute for the business community, and (b) Reassigned time for research unless students are involved directly in the research.

Allowing for reassigned time for such activities as noted above, the accompanying table shows the average annual number of load credits related to instruction during the past five years. According to the 1999 National Study of Postsecondary Faculty conducted by the National Center for Education Statistics, full-time faculty at comprehensive institutions (similar in mission, role and scope to the universities in the CSU system) spend about 80% of their time in instruction-related activities. Full-time faculty at CSUS spend 79% to 89% of their time in instruction-related activities, with a system wide average of 84%.



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COMMUNITY-TECHNICAL COLLEGE SYSTEM

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CONNECTICUT COMMUNITY-TECHNICAL COLLEGE SYSTEM

Mission

Sec. 10a-80. (Formerly Sec. 10-381). Community service programs at regional community-technical colleges. (a) The primary responsibilities of the regional community-technical colleges shall be (1) to provide programs of occupational, vocational, technical and technological and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state manpower needs; (2) to provide programs of general study including, but not limited to, remediation, general and adult education and continuing education designed to meet individual student goals; (3) to provide programs of study for college transfer representing the first two years of baccalaureate education; (4) to provide community service programs as defined in subsection (b) of this section and (5) to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.

(b) As used in this section, "community service programs" means educational, cultural, recreational and community directed services which a community-technical college may provide in addition to its regular academic program. Such community service programs may include, but shall not be limited to, (1) activities designed to enrich the intellectual, cultural and social life of the community, (2) educational services designed to promote the development of skills for the effective use of leisure time, (3) activities and programs designed to assist in the identification and solution of community problems and (4) utilization of college facilities and services by community groups to the extent such usage does not conflict with the regular schedule of the college.

Vision

The 12 Connecticut Community Colleges will be recognized by the State, its citizens and communities as premier providers of education that works for a lifetime.

Core Values

The core values that identify and differentiate the Connecticut Community College system from other institutions of higher education include:

- Accessible locations statewide that serve student and community needs
- Open door admissions
- Comprehensive services including instruction and student support to promote academic success
- Low tuition and fees supported by financial aid opportunities
- Relevant curricula and responsive program development including education and training services for business and industry.

Overview

The Connecticut Community Colleges offer:

- (1) career education for jobs in areas such as nursing and allied health, information technology, bioscience, engineering technologies, and early childhood education;
- (2) general study, including continuing education;
- (3) transfer programs to expand access to the baccalaureate;
- (4) developmental programs to reduce academic barriers;
- (5) student services to enhance student success; and
- (6) community service programs to address community issues.

All of these educational programs and services provide the State of Connecticut with what recent economic reports have referred to as “cross-cutting economic foundations” that play an essential role in workforce development.

The foundation provided by the 12 Connecticut Community Colleges in liberal arts and sciences, career, occupational and technical fields of study prepares nearly 50% of the State’s public college undergraduates for the jobs of the Knowledge Economy.

Community Colleges provide access to educational opportunities and academic success for every learner including those with limited English proficiency. Improved skills, employment and career advancement opportunities, enhanced earning potential and an improved quality of life for themselves and their families are achievable goals for educated, well-prepared workers.

Community College students are the current and future workers that Connecticut relies on for productivity, prosperity, and business investment. They need access to affordable higher education to acquire the skills demanded for employment and to remain current with changing technology and new workplace skills.

To serve these students and the needs of business, Community Colleges must change as the economy changes from retraining incumbent workers with outmoded skills to addressing worker and skill shortages quickly as the economy expands.

To ensure that students are prepared to compete and succeed in the Information Age, several student success initiatives are currently underway at the Connecticut Community Colleges. These initiatives are focused on improving outcomes for community college students and evaluating institutional effectiveness in supporting student success. In 2005, Connecticut was selected to join the ranks of Achieving the Dream states through a statewide planning grant that seeks to identify and change State policies that create obstacles to student success. Three of Connecticut’s Community colleges will implement new approaches to advising, counseling, developmental and gatekeeper courses that have been identified through intense study of outcomes data as having presented obstacles to student persistence and degree or certificate completion. Achieving the Dream, (AtD) defines success as “earning degrees, certificates, or transferring for continued study” and is “particularly concerned about student groups that have faced the most significant barriers to success, including low-income students and students of color.”

The system as a whole will benefit from Achieving the Dream as data reveals performance gaps and barriers, and leads to successful models for replication throughout the system including a “culture of inquiry” and the use of data-based decisions to improve student outcomes. Additional information and insights about the needs of students and the role of faculty in encouraging success and persistence has been gleaned from system participation in the Community College Survey of Student Engagement as well.

This type of introspection and analysis that goes beyond enrollment statistics and graduation rates will allow us to demonstrate, using data, that our commitment to student success is productive as well as philosophical.

Each of these initiatives is part of a system-wide effort to encourage “best practices” and to identify policies and programs with the greatest potential to benefit students by expanding their opportunities for both access and success.

The type of higher education provided by Connecticut’s Community Colleges works in partnership and cooperation with business and industry, the public and non-profit sectors, secondary education, and baccalaureate institutions to meet a wide range of student and employer needs.

Community College leaders and our partners have identified priority issues related to the effective and efficient delivery of higher education and to student success that include:

- Defining student success in terms of “completions”
- Developmental programs and student outcomes
- Curriculum alignment within the continuum of higher education
- Identifying impediments to student success and changes needed
- Defining “college-level” performance – academic standards
- Collaboration/partnerships with other educational and service providers
- The needs and expectations of business, industry and the State of Connecticut
- Increased demands in an environment of scarce resources.

Through this collaborative approach and dialogue about shared interests and priority issues, we will create a culture of inquiry, examine our strengths, address our weaknesses and build a new educational model that will provide not only a point of entry for higher education but also a pathway to higher levels of success for the thousands of students who turn to community colleges each year to achieve their educational, economic, and personal development goals.

In Fall 2006, a record 46,489 students were enrolled in degree and certificate programs ranging from Information Systems and Emergency Services to Liberal Arts, Allied Health and Nursing. A nearly equal number of students will enroll during the fall and spring semesters in non-credit programs that build basic skills, communication and workforce competencies.

Since 1998, FTE credit enrollments have grown by 37%, and full-time attendance has increased by 74%. The 2006 fall semester marked the fourth year of record FTE enrollments for the system, with each year since 2002 exceeding the previous high point reached in 1992.

The growing demand for community college education is expected to continue through 2008 when high school graduation rates in Connecticut will peak. Following 2008, enrollment growth will slow only to settle around the record-breaking levels of 2003-2004. The current demand is therefore the baseline for the demand that we anticipate through 2012.

The average age of students is 28, with 44% under age 22 and 50% between 22 and 49. The system has experienced a 63% increase in students under the age of 22 since the fall semester 1998. Our enrollment trend continues to show a significant increase in younger students attending full-time. Demographic reports show that almost three-quarters of the full-time students attending are now under the age of 22. The average age of full-time students is 21; 31 is the average for part-time students.

Nearly two-thirds of the minority undergraduates enrolled in public higher education are attending Connecticut Community Colleges. Minority enrollments represent 32.5% of the student body. Over the last five years there has been an 8% increase in Black, non-Hispanic enrollment (10% female and 5% male) and a 19% increase in Hispanic enrollment (21% female and 14% male).

Liberal Arts or General Studies programs enroll just over one-third of Community College students. Guaranteed admissions agreements with the Connecticut State Universities and the Liberal Arts and Sciences programs at the University of Connecticut provide opportunities for Community College students to continue their education at the baccalaureate level. Partnership and pathway programs address the State's need for skilled childcare providers and nurses with associate, bachelor, and master level training. Transfer articulation agreements are also in place with Connecticut's independent colleges and universities. The College of Technology, a curriculum pathway at the Community Colleges that guarantees admission to Central Connecticut State University, the University of Connecticut, and a number of independent institutions, expands the State's supply of engineering and technology graduates.

Approximately 45% of Community College enrollments are in occupational programs that prepare students for immediate employment in fields such as business, early childhood, health and life sciences, and human services. Over 60% of the allied health and nursing professionals, the radiation and respiratory care technicians, and the nuclear medicine and physical therapist assistants are prepared by Connecticut's Community Colleges. The five Connecticut Community Colleges offering nursing degree programs are currently partnering with local hospital, healthcare and educational providers, to expand opportunities for students to enter the field of nursing in order to address the State's critical shortage of nurses. Enrollments in nursing programs have increased by nearly 51% since the 2001 semester and are benefiting from the support of more than \$3.7 million in grants and private funding dedicated to expanding nursing programs. The five programs are at maximum capacity with over 800 students enrolled. Admission waiting lists are common for these and other allied health programs.

The remaining 20% of credit students enroll in individual courses before selecting a field of study. These students benefit from additional educational experience and improved communication, team work, and critical thinking skills. Many of these students indicate that they are not seeking a degree or certificate but are enrolling to obtain education and build skills in specific workforce areas.

Non-credit programs, with another 42,361 students enrolled throughout the academic year, also help to supply the skilled, technologically literate workforce required by the State's employers and the workforce of the 21st century.

Students taking non-credit, skill-building or personal interest programs also focus on: gaining new skills and improved literacy; remaining current with changing technology; and obtaining employment and career advancement.

Approximately 43% of these enrollments are in programs related to workforce development. The Community Colleges have demonstrated consistent and timely responses to Connecticut business and industry needs. Businesses routinely contract with the Community Colleges for education and training services to ensure a skilled workforce.

Connecticut Community Colleges continue to be affordable institutions with annual tuition and fees for a full-time in-state resident student totaling \$2,536. Approximately 50% of the students enrolling for half-time status or greater receive student financial assistance. Over \$40 million in student financial aid is provided to ensure economic access to a Connecticut Community College. Approximately 64% of student financial aid is provided through Federal programs, 13% from State programs, and 23% comes directly from the college budgets.

PEER INSTITUTIONS BY COMMUNITY COLLEGE GROUP

Asnuntuck (AS), Northwestern (NW), Quinebaug Valley (QV) Community Colleges

<u>Small Rural Peer Institutions</u>	<u>State</u>
Tri-County Community College	NC
Ivy Tech State College-Kokomo	IN
Cecil Community College	MD
Blue Ridge Community College	NC
Northwest State Community College	OH
Maysville Community College	KY

Capital (CA), Gateway (GW), Housatonic (HO) Community Colleges

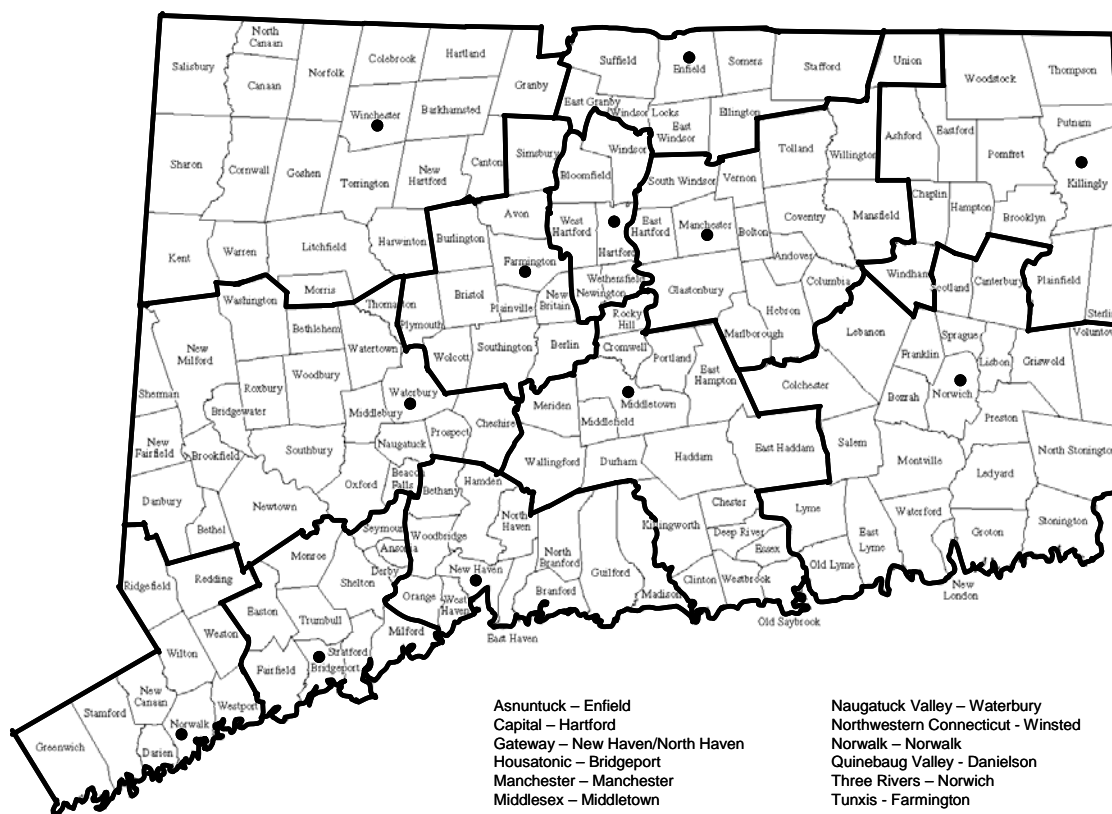
<u>Medium Urban Peer Institutions</u>	<u>State</u>
Bishop State Community College	AL
Passaic County Community College	NJ
Ivy Tech State College-Northwest	IN
Cumberland County College	NJ
Bunker Hill Community College	MA
Delaware Technical & Comm Coll- Stanton/Wilmington	DE

Manchester (MA), Naugatuck Valley (NV), Norwalk (NK) Community Colleges

<u>Large Urban Peer Institutions</u>	<u>State</u>
Kansas City Kansas Community College	KS
Raritan Valley Community College	NJ
Butler County Community College	PA
Holyoke Community College	MA
Frederick Community College	MD
Prairie State College	IL

Middlesex (MX), Three Rivers (TR), Tunxis (TX) Community Colleges

<u>Medium Suburban Peer Institutions</u>	<u>State</u>
Edison State Community College	OH
Allen County Community College	KS
Hagerstown Community College	MD
Bay De Noc Community College	MI
Rogue Community College	OR
College of the Albemarle	NC



LICENSURE AND CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification examinations.

Performance Improvement Goal

For the System, graduates taking licensure or certification examinations will maintain or exceed a 75% pass rate.

Data Analysis

A number of degree and certificate programs offered by the Connecticut Community Colleges require that students pass state or national licensure examinations in order to practice in the field. The table below includes all programs in the system that require licensure or certification for which licensure data is collected. Five-year trends are provided. Overall, graduates have secured impressive pass rates on licensure or certification examinations. For nursing the pass rate is 94% and for all other allied health combined the pass rate is 96%.

That said, not all students pass and some of the seemingly large fluctuations in pass rates exist for reasons beyond a college's control. In some cases such fluctuation is a function of sample size. In the Dietetic Technology area for example, one failure represents an eight percentage point change. In the Radiologic Technology area, one failure represents a six percentage point change. In some cases the fluctuation is an artifact of the exam report as generated by the licensing authority. The report may include results for students who graduated last year or twenty years ago. Another factor is duplicate student counts. For example, in the most recent Surgical Tech certification report, a student is included who graduated with the class of 2003 and failed 3 times before passing during the same reporting year. This student is reported in the overall report for that year as three failures.

Colleges	Community College Program	2001	2002	2003	2004	2005
CA,GW,HO,NV	Nursing	93%	90%	93%	93%	94%
TX	Dental Hygiene	100%	100%	100%	97%	100%
GW	Diagnostic Medical Sonography *		100%	100%	100%	100%
GW	Dietetic Technology	100%	80%	100%	100%	92%
CA,NV	EMT - Paramedic	97%	92%	100%	100%	96%
HO,MA	Med Lab Technician	100%	100%	100%	92%	100%
CA,NW,NK,QV	Medical Assisting	100%	82%	68%	78%	82%
GW	Nuclear Medicine	100%	100%	100%	100%	100%
MA,HO	Occupational Therapy Asst	100%	100%	82%	88%	100%
QV	Phlebotomy **			100%	100%	100%
GW	Radiation Therapy	100%	100%	86%	100%	100%
CA,MX,NV	Radiologic Technology	100%	90%	100%	98%	92%
GW	Radiology	100%	100%	100%	80%	100%
MA,NV,NK	Respiratory Care	93%	100%	100%	96%	100%
MA	Surgical Technology	100%	100%	100%	55%	100%
	Allied Health Combined(w/o Nursing)	99%	94%	94%	94%	96%
NK	Early Childhood Education	97%	97%	97%	82%	80%

Source: Examining Boards or Self Reported

*No data available on the number of grads sitting for exam prior to 2002.

**No data available on the number of grads sitting for exam prior to 2003.

DEVELOPMENTAL MATHEMATICS

Performance Indicator

The percentage of students who successfully complete course work in developmental mathematics.

Performance Improvement Goal

By 2011, it is expected that, among students enrolled in a developmental mathematics course, the percentage of completers with a grade of C or higher will rise to 60%.

Data Analysis

Access and opportunity are cornerstones to the mission of Connecticut's Community Colleges and this often means providing some level of developmental course work. Typically, 23% of the students attending a Connecticut Community College are enrolled in at least one basic skills mathematics or English course in any given semester. This is consistent with national averages where 29% of first-

time freshmen enrolled in at least one remedial reading, writing, or mathematics course.

	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05
Basic Skills Mathematics Enrollment	7,266	8,067	8,575	8,983	8,836
CTC System Enrollment	42,642	44,869	45,160	45,743	46,227
% Enrolled in Basic Skills Mathematics	17%	18%	19%	20%	19%
% Passed Basic Skills Mathematics	50%	55%	53%	50%	48%

Mathematics is a key foundation for many programs of study and especially for those programs related to work force shortage areas such as allied health and the technologies. How successful are community college students in developmental mathematics courses? *[Success in developmental course work enhances the level of preparedness a student brings to college-level work. Success is defined as completing a course with a grade of C or higher. Given the level of content mastery needed in preparation for college-level work, the success standard for developmental courses is higher than that of a regular college course where a C– might be acceptable.]*

Over the last five years (2001-2005), for Connecticut Community Colleges, the percentage of students successfully completing developmental mathematics courses has remained relatively consistent, ranging between 48% and 55%.

In the fall of 2005, 4,097 students were enrolled in Pre-Algebra and 4,739 students were enrolled in Elementary Algebra; a total of 8,836 students (19% of all credit students). Among those enrolled in Pre-Algebra, 49% were successful completers. Among those enrolled in Elementary Algebra, 47% were successful completers. In total, 48% of all students enrolled in a developmental mathematics course completed that course successfully.

Colleges are taking steps to better understand developmental students including their level of engagement with the learning process. These efforts are clearly embedded with the system's Achieving the Dream initiatives. The minority male initiative at Capital, the Bridges program at Housatonic, and new triage approach to student success at Norwalk are all designed to address local and national concerns related to the declining number of males attending and completing college, the related demographics of high school dropout rates, and the resultant lack of adequate workforce preparation and the potential marginalization of low socio-economic and minority demographic groups in today's knowledge economy. Enhanced capabilities for longitudinal tracking of students at all 12 colleges is a system priority and will lead to a more comprehensive analysis of learning outcomes and therefore a more focused assessment of those policies and practices designed to support student learning and success.

DEVELOPMENTAL MATHEMATICS

	Fall 2005 Total College Headcount	Enrolled	% Enrolled	Passed	% Passed
Pre-Algebra					
ASCC NWCC QVCC	4,766	307	6%	197	64%
CACC GWCC HOCC	13,783	1,731	13%	821	47%
MACC NVCC NKCC	17,838	978	5%	511	52%
MXCC TRCC TXCC	9,840	1,081	11%	483	45%
ALL CCC	46,227	4,097	9%	2,012	49%
Elementary Algebra					
ASCC NWCC QVCC	4,766	494	10%	272	55%
CACC GWCC HOCC	13,783	1,272	9%	628	49%
MACC NVCC NKCC	17,838	1,760	10%	840	48%
MXCC TRCC TXCC	9,840	1,213	12%	472	39%
ALL CCC	46,227	4,739	10%	2,212	47%
All Developmental Mathematics					
ASCC NWCC QVCC	4,766	801	17%	469	59%
CACC GWCC HOCC	13,783	3,003	22%	1,449	48%
MACC NVCC NKCC	17,838	2,738	15%	1,351	49%
MXCC TRCC TXCC	9,840	2,294	23%	955	42%
ALL CCC	46,227	8,836	19%	4,224	48%

SPECIALIZED ACCREDITATIONS

Performance Indicator

The number of community college programs maintaining specialized accreditations.

Performance Improvement Goal

For the system, 100% of all programs with specialized accreditations will maintain them.

Data Analysis

Twelve (100%) of the Connecticut Community Colleges are accredited by New England Association of Schools and Colleges (NEASC) on a ten-year cycle and by the Connecticut Board of Governors on a five-year cycle. All Connecticut Community College Nursing and Allied Health programs (14 programs) which carry national accreditation as the defacto mark of quality and acceptance by industry are accredited. In addition, 17 other programs, as listed, are accredited in professional/technical programs at the initiative of the individual Community College.

The question then becomes whether or not the college should seek additional national discipline accreditation, which is – like NEASC, a non-governmental, peer-based process, beyond what is required by the Board of Governors. There are multiple factors which affect this decision. First, are students required to have graduated from a nationally-accredited program before sitting for the licensure exam, required for employment in the profession in that state? The answer depends on the discipline and regulations of the individual state. Second, are students better positioned for employment after passing the exam for the profession? The answer to this question is almost always “yes,” but again it may depend on supply and demand for the particular occupation in question. Third, are students better positioned to transfer to a baccalaureate institution having graduated with a degree from a nationally accredited program? The answer to this question is almost always “yes,” but again it may depend on competition for slots at the receiving institution as well as whether the baccalaureate program is nationally accredited itself. Fourth, is national accreditation a sign of curriculum quality and currency? The answer is always “yes.” It is typical in Connecticut for institutions to be pursuing national discipline accreditation at the same time that the institution requests licensure and accreditation of a particular program from the Board of Governors. The Board of Governors acknowledges the importance of use of national standards in the curriculum approval process. These national standards, combined with the state’s regulations, provide for value-added accountability.

Several of our colleges have programs that must meet the stringent standards of quality, externally mandated by specialized state and national accrediting bodies. A list of these programs, the number of colleges offering them and their responsible accrediting agency is provided on the next two pages. All the programs have maintained their specialized accreditation since the last reporting cycle.

SPECIALIZED ACCREDITATIONS

Colleges	Community College Program	Accrediting Body
GW	The Alternative Fuel Certificate Program	National Automotive Technicians' Education Foundation, Inc. (NATEF)
GW	Automotive Technology (General Motors & Toyota)	National Automotive Technicians Education Foundation, Inc. (NATEF)
NV	Automated Manufacturing Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
NV	Automotive Technology	National Institute for Automotive Service Education National Automotive Technicians Education Foundation, Inc.
TR	Business Programs	Association of Collegiate Business Schools and Programs
TR	Civil Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
HO	Clinical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences
MA	Culinary Arts	American Culinary Federation Educational Institute Accrediting Commission
TX	Dental Assisting	American Dental Association
TX	Dental Hygiene	American Dental Association
GW	Dietetic Technology	Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
CA,NV, NW, NK,TX	Early Childhood Laboratory School /Early Childhood Education	National Association for the Education of Young Children
GW, NV, TR	Electrical/Electronic Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
NV	Engineering	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
CA	Emergency Medical Technology	Commission on Accreditation Allied Health Education Programs
TR	Environmental Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
MA	Foodservice Management	American Culinary Federation Educational Institute Accrediting Commission
TR	Manufacturing Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)

SPECIALIZED ACCREDITATIONS

Colleges	Community College Program	Accrediting Body
GW, NV, TR	Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
CA, NW, QV	Medical Assisting	Commission on Accreditation of Allied Health Education Programs
TR	Montessori Training Institute	Montessori Association (Montessori Accreditation Council for Teacher Education)
TR	Nuclear Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
GW	Nuclear Medicine Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)
CA, GW, NV, NK, TR	Nursing	National League for Nursing Accrediting Commission CT State Board of Examiners for Nursing
HO, MA	Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education
MX	Ophthalmic Design and Dispensing (ODD)	Commission on Opticianry Accreditation
MA, NK	Paralegal/Legal Assisting	American Bar Association
CA, NV	Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)
CA, GW, MX, NV	Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)
MA, NV, NK	Respiratory Care	Committee on Accreditation for Respiratory Care (CoARC)
MA	Surgical Technology	Commission on Accreditation of Allied Health Programs
NW	Veterinary Technology	American Veterinary Medical Association

DIRECT SERVICE TO HIGH SCHOOL STUDENTS

Performance Indicator

Community College Tech-Prep enrollment in Connecticut public schools. How many students participate while in high school? How many of these students later enroll in Connecticut Community Colleges?

Data Analysis

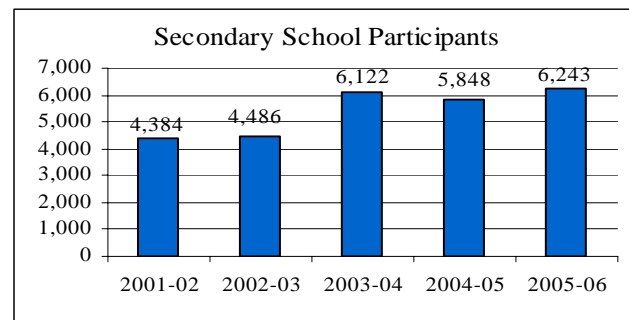
The Connecticut Community Colleges are involved in numerous partnerships with colleagues in the state's K-12 system. The largest of these is participation in the Technical Preparation (Tech Prep) grant program with funding provided by the Carl D. Perkins Vocational and Technical Education Act of 1998, Public Act No. 105-332, Title II - Tech Prep Education. The purpose of the grant is to encourage the development of 4-year and 6-year career and technical education programs that combine secondary and postsecondary programs which lead to a minimum of a two-year associate degree, two-year certificate or credit towards a bachelor's degree.

Tech Prep consortia in Connecticut include the Community Colleges, which serve as the lead agent, local and regional high schools, CT Technical High Schools, business and industry and other educational systems serving the out-of-school youth population. Programs with the Community Colleges are predicated upon articulation agreements between a specific high school and/or a CT Technical High School and Community College. The pathway toward the degree or certificate, beginning in high school, is a coherent sequence and does not require repetition of the same learning outcomes. A complete Tech Prep high school curriculum is comprised of courses in high school math, communications, science, and a career pathway course. Where learning outcomes can be established as being identical, college credit may be awarded for these courses. Each year Connecticut's Community Colleges enroll over 4,000 high school students in Tech Prep consortia programs.

During the 2005-2006 academic year 6,243 public high school students were served by the Community Colleges under Tech Prep agreements. Also during the 2005-2006 academic year, 622 former high school Tech Prep participants were enrolled in occupational programs at Connecticut Community Colleges.

Performance Improvement Goal

For the system, the performance goal is to enroll at least 5,000 Connecticut high school students in community college-sponsored Tech Prep programs annually.



Students Enrolled in Connecticut Community College Occupational Programs Who Were Tech-Prep Participants While in High School

	2001-02	2002-03	2003-04	2004-05	2005-06
ASCC NWCC QVCC	124	52	52	60	73
CACC GWCC HOCC	31	37	78	111	166
MACC NVCC NKCC	28	133	126	137	174
MXCC TRCC TXCC	44	73	133	184	209
CTC Total	227	295	389	492	622

MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (Black, Hispanic, Asian and Native American) enrolled in the Community Colleges compared to the proportions in the state's population, 18 years of age and older.

Performance Improvement Goal

For the system, the performance goal is for enrollments to mirror or exceed the state's minority population percentage among college-age students.

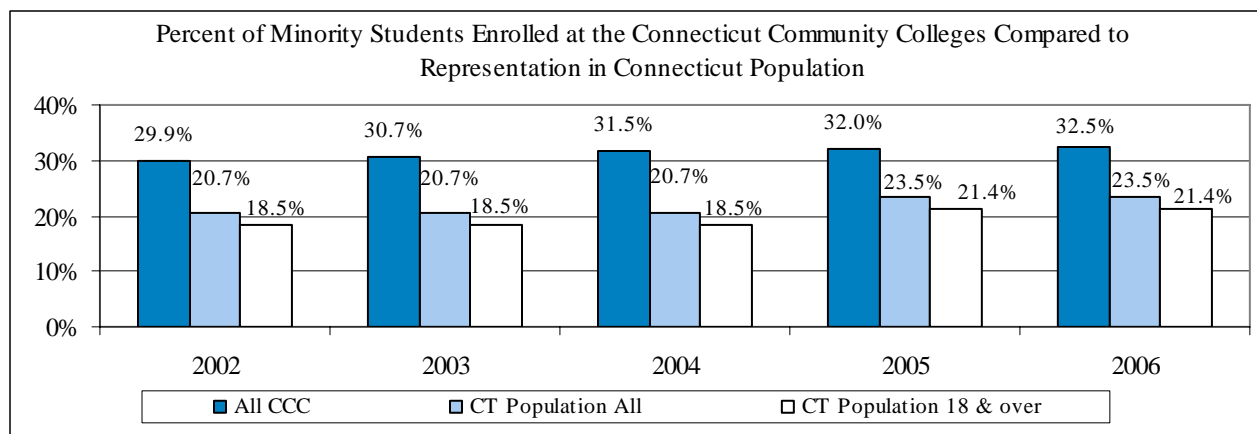
Data Analysis

Enrollment of minority students at the Connecticut Community Colleges has been increasing annually. Fall 2006 minority enrollments represent 32.5% of the student body (28.9% are Black and Hispanic). The number of minority students has increased by 12.7% since Fall 2002. Over the past five years, significant enrollment increases have occurred for Black males (5%), Black females (10%), Hispanic males (14%) and Hispanic females (21%).

As a system, the proportion of minority enrollment exceeds the proportion in the state's populations of people 18 years of age and older; the performance goal has been met or exceeded.

Enrollment by Ethnic Group & CT Population					
	2002	2003	2004	2005	2006
Black					
All CCC	14.9%	15.2%	15.3%	15.4%	15.5%
18 & over	7.9%	7.9%	7.9%	8.5%	8.5%
Hispanic					
All CCC	11.5%	12.1%	12.6%	12.9%	13.4%
18 & over	8.0%	8.0%	8.0%	9.5%	9.5%
Asian American					
All CCC	3.1%	3.1%	3.2%	3.2%	3.2%
18 & over	2.4%	2.4%	2.4%	3.2%	3.2%
Native American					
All CCC	0.5%	0.4%	0.4%	0.4%	0.3%
18 & over	0.2%	0.2%	0.2%	0.2%	0.2%
Total Minority					
All CCC	29.9%	30.7%	31.5%	32.0%	32.5%
18 & over	18.5%	18.5%	18.5%	21.4%	21.4%

For the two clusters of colleges whose minority enrollment falls below the state-wide population percentages (Asnuntuck, Northwestern, Quinebaug and Middlesex, Three Rivers, Tunxis), their proportions exceeded the proportions in their regional service areas, which stood at 7.5% and 11.4%, respectively, from 2002 through 2006.



Source: 2002-2004 CT population and 18 & older figures are based on US 2000 Census. 2005-2006 from US 2005 Census Estimate. 2002 through 2006 enrollment from IPEDS.

MINORITY ENROLLMENT

Enrollment by Ethnic Group					
	2002	2003	2004	2005	2006
Black					
ASCC NWCC QVCC	4.5%	3.5%	4.1%	2.9%	3.8%
CACC GWCC HOCC	28.0%	28.2%	28.7%	29.6%	29.1%
MACC NVCC NKCC	12.5%	12.7%	12.6%	12.7%	13.1%
MXCC TRCC TXCC	6.4%	7.1%	6.8%	6.5%	6.9%
All CCC	14.9%	15.2%	15.3%	15.4%	15.5%
CT Population	8.7%	8.7%	8.7%	9.2%	9.2%
CT Population 18+	7.9%	7.9%	7.9%	8.5%	8.5%
Hispanic					
ASCC NWCC QVCC	4.6%	4.4%	5.3%	5.4%	5.8%
CACC GWCC HOCC	18.0%	18.7%	18.9%	18.6%	19.7%
MACC NVCC NKCC	11.3%	11.6%	12.4%	13.1%	13.4%
MXCC TRCC TXCC	6.5%	7.3%	7.7%	8.4%	8.7%
All CCC	11.5%	12.1%	12.6%	12.9%	13.4%
CT Population	9.4%	9.4%	9.4%	10.9%	10.9%
CT Population 18+	8.0%	8.0%	8.0%	9.5%	9.5%
Asian American					
ASCC NWCC QVCC	1.7%	1.6%	1.7%	1.6%	1.7%
CACC GWCC HOCC	3.2%	3.1%	3.2%	3.3%	3.4%
MACC NVCC NKCC	3.6%	3.6%	3.8%	3.7%	3.6%
MXCC TRCC TXCC	2.6%	2.9%	3.0%	3.2%	3.1%
All CCC	3.1%	3.1%	3.2%	3.2%	3.2%
CT Population	2.4%	2.4%	2.4%	3.2%	3.2%
CT Population 18+	2.4%	2.4%	2.4%	3.2%	3.2%
Native American					
ASCC NWCC QVCC	0.3%	0.3%	0.5%	0.5%	0.4%
CACC GWCC HOCC	0.3%	0.2%	0.3%	0.2%	0.2%
MACC NVCC NKCC	0.3%	0.3%	0.3%	0.3%	0.3%
MXCC TRCC TXCC	1.0%	0.9%	0.8%	0.6%	0.6%
All CCC	0.5%	0.4%	0.4%	0.4%	0.3%
CT Population	0.2%	0.2%	0.2%	0.2%	0.2%
CT Population 18+	0.2%	0.2%	0.2%	0.2%	0.2%
Total Minority					
ASCC NWCC QVCC	11.2%	9.8%	11.6%	10.3%	11.7%
CACC GWCC HOCC	49.5%	50.1%	51.1%	51.7%	52.3%
MACC NVCC NKCC	27.8%	28.2%	29.1%	29.8%	30.3%
MXCC TRCC TXCC	16.4%	18.1%	18.4%	18.7%	19.2%
All CCC	29.9%	30.7%	31.5%	32.0%	32.5%
CT Population	20.7%	20.7%	20.7%	23.5%	23.5%
CT Population 18+	18.5%	18.5%	18.5%	21.4%	21.4%

OPERATING EXPENDITURES FROM STATE SUPPORT

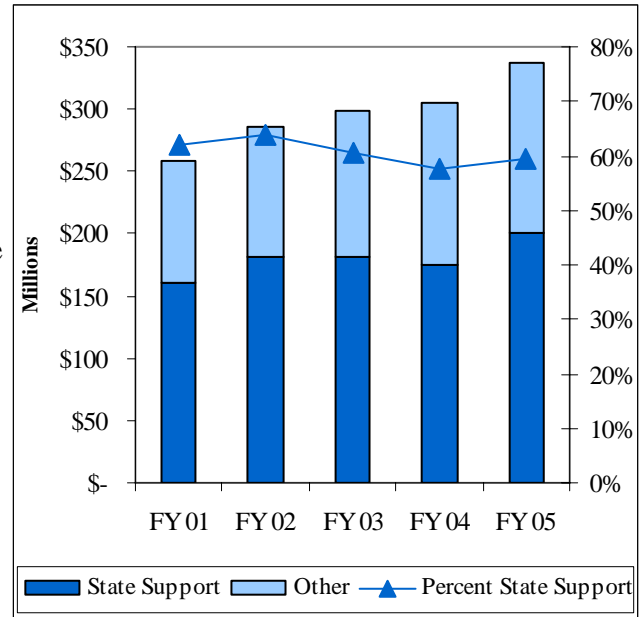
Common Core Performance Indicator

Total state appropriations including general fund fringe benefits, state support for student financial aid as a percent of total educational and general expenditures excluding depreciation.

Data Analysis

Connecticut Community Colleges receive 59% of their current funds operating budget from State support, which includes unrestricted state appropriations (block grant plus tuition freeze), fringe benefits, and restricted state gifts, grants and scholarships. Other support comes primarily from student tuition and fees; federal grants; and private gifts. In recent years, the percent of expenditures supported by State resources has declined from a high of 67%. This compares with a Board of Governor's tuition policy, which calls for a State share of between 65-70% for community colleges.

Are Connecticut Community Colleges affordable?



(millions)	State Support	Other Support	Total Current Funds	Percent From State Support
FY 2001	160.7	98.0	258.7	62%
FY 2002	181.9	103.6	285.5	64%
FY 2003	181.3	117.6	298.9	61%
FY 2004	175.4	129.6	305.0	57%
FY 2005	200.9	137.1	337.1	59%

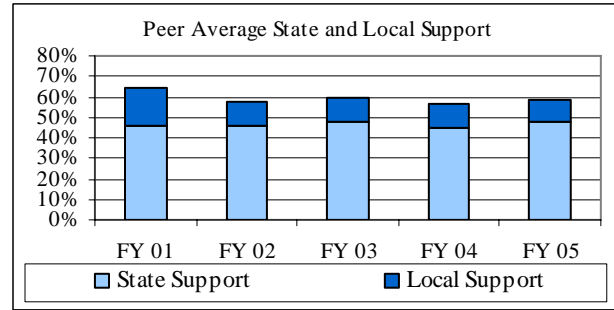
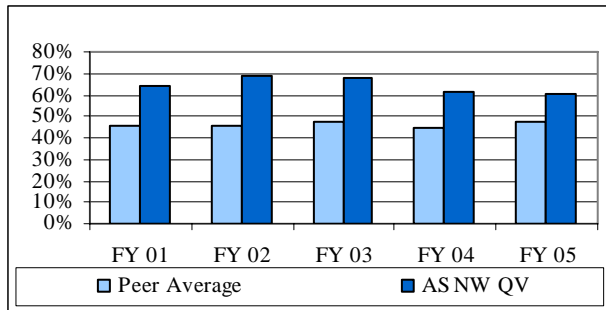
Source: IPEDS Data and Banner Data Extracts

When local government support is included, total publicly funded support ratios for peer institutions average from 47% to 57%, which is in line with public support in Connecticut. Peer institutions receive a lower portion of their current funds operating budget from State support, with ratios averaging from only 28% to 45%, but they receive significantly more from local government. These differences reflect the fact that states operate under different funding models, with many peer institutions receiving both state and local taxpayer support.

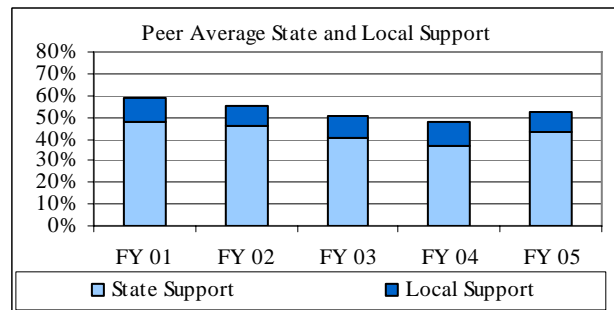
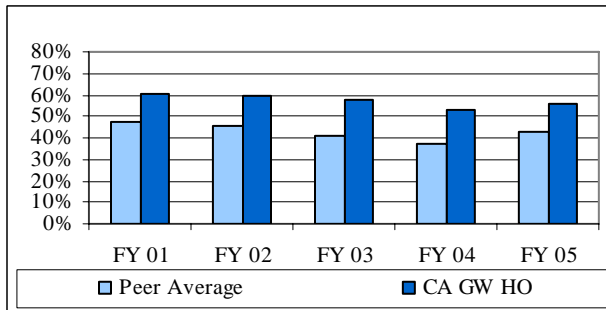
OPERATING EXPENDITURES FROM STATE SUPPORT

Percent from State Support

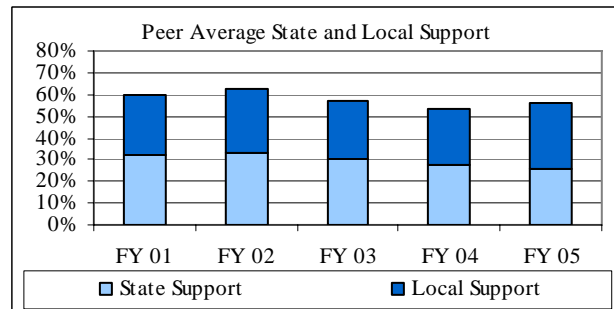
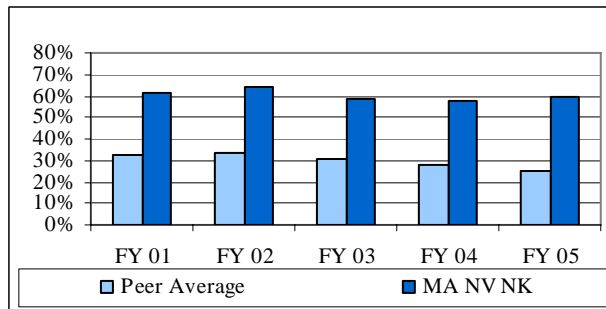
Asnuntuck, Northwestern, Quinebaug



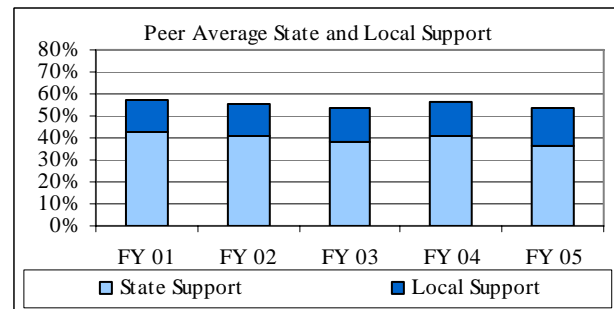
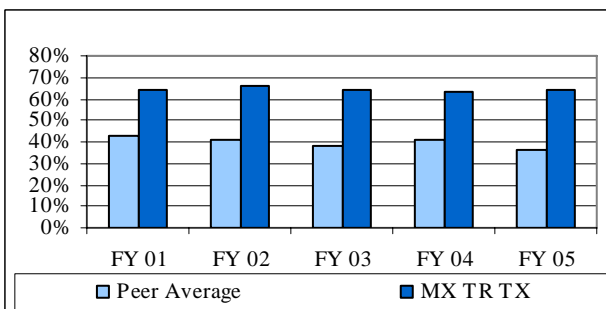
Capital, Gateway, Housatonic



Manchester, Naugatuck, Norwalk



Middlesex, Three Rivers, Tunxis



Source: IPEDS Data and Banner Data Extracts

REAL PRICE TO STUDENTS

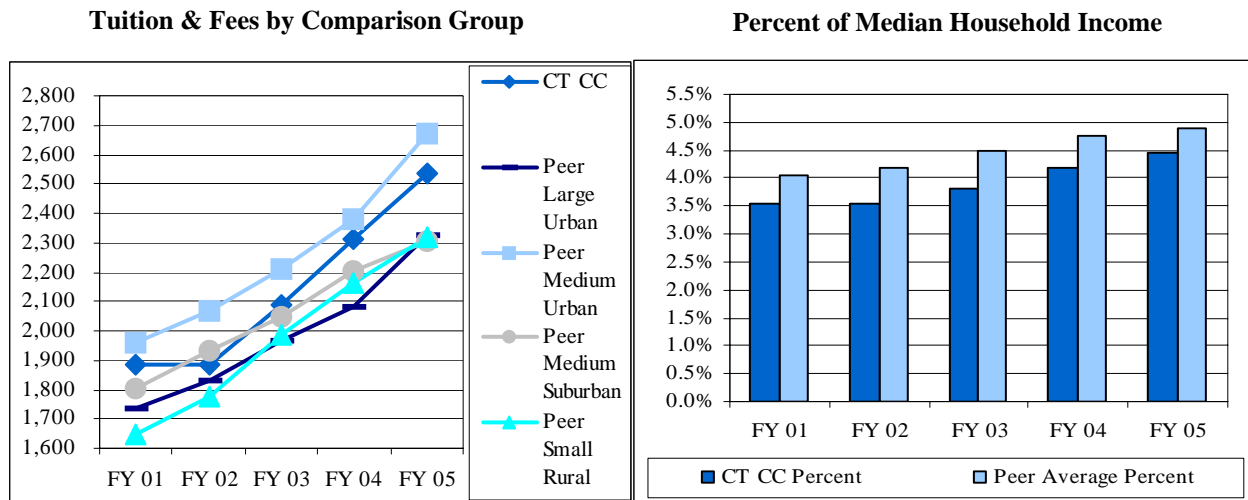
Common Core Performance Indicator

Tuition and mandatory fees for a full-time, in-state undergraduate student as a percent of median household income for the state.

Performance Improvement Goal

Our target is to maintain the percent of Community College tuition and mandatory fees in reference to median household income below the aggregate for our peers.

Data Analysis



The dollar cost of tuition and mandatory fees at the Connecticut Community Colleges is set at a common statewide level by the Board of Trustees. Connecticut's cost to students as a percent of median household income is lower than all peer groups. While median household income may not be the only measure of affordability for Connecticut Community College students, the generally lower percentages are at least encouraging. Overall, resident tuition and fees increased at an annual average of 7.8% per year from FY 2001 through FY 2005, while median household income was growing at an average 1.6%.

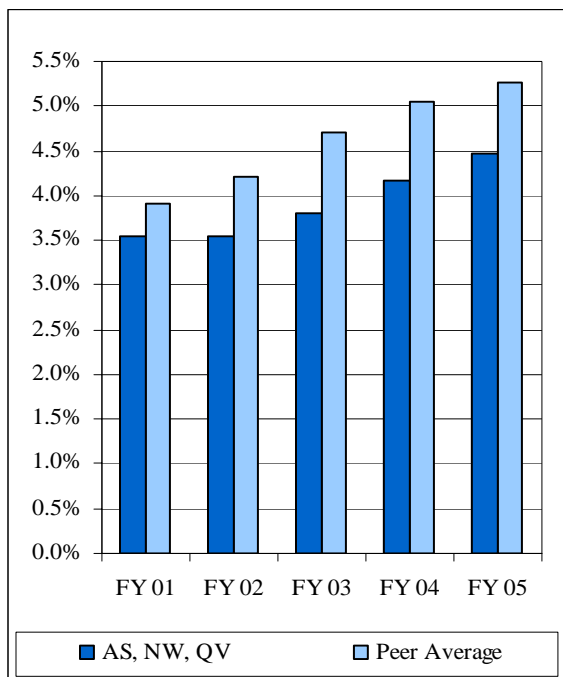
	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 01-05 % Change
CTC Tuition and Fees	\$1,886	\$1,888	\$2,088	\$2,310	\$2,536	34.5%
CT MHI	\$53,347	\$53,387	\$54,965	\$55,390	\$56,835	6.5%
CTC Percent	3.5%	3.5%	3.8%	4.2%	4.5%	0.9%
Peer Average Tuition	\$1,825	\$1,902	\$2,053	\$2,207	\$2,405	31.8%
Peer Average MHI	\$44,906	\$45,359	\$45,714	\$46,276	\$49,044	9.2%
Peer Average Percent	4.1%	4.2%	4.5%	4.8%	4.9%	0.8%

Source: IPEDS Data

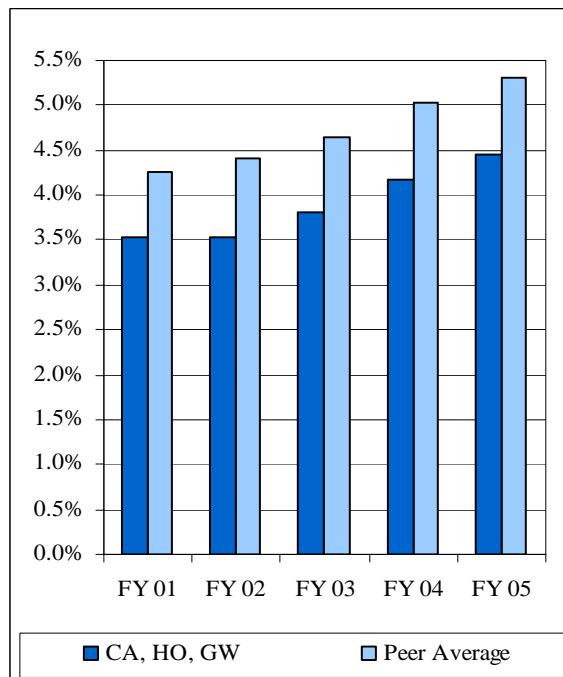
REAL PRICE TO STUDENTS

Tuition and Fees as a Percent of Median Household Income

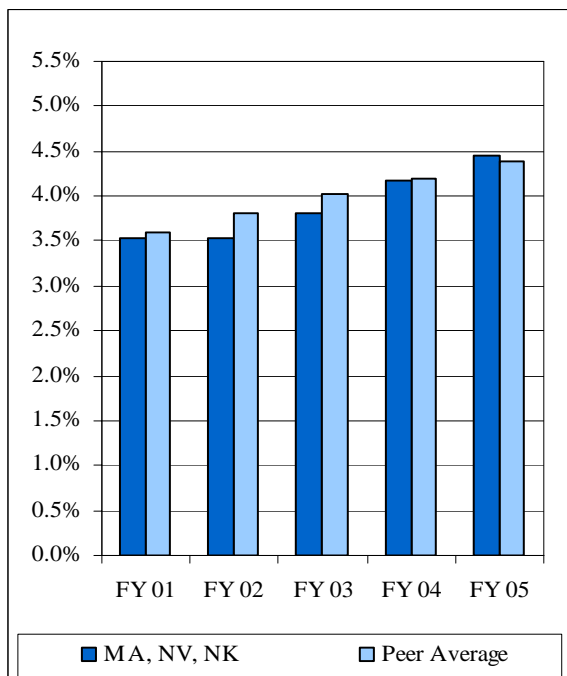
Asnuntuck, Northwestern, Quinebaug



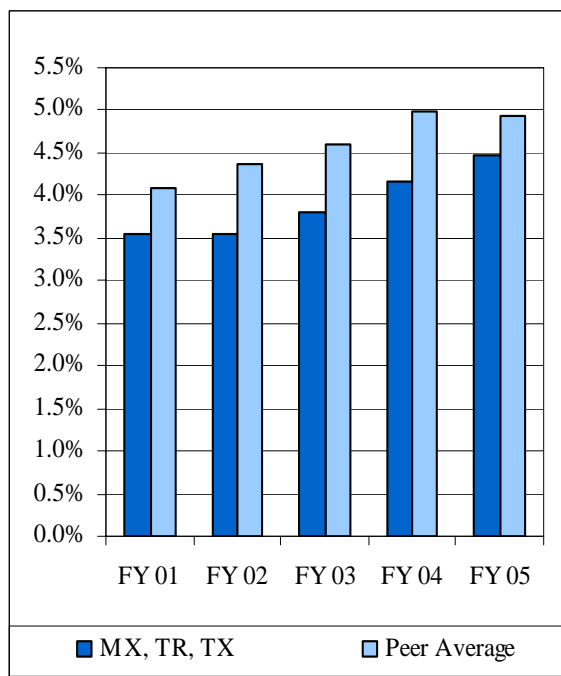
Capital, Housatonic, Gateway



Manchester, Naugatuck, Norwalk



Middlesex, Three Rivers, Tunxis



ENROLLMENT BY CREDIT PROGRAM

Performance Indicator

The number and percentage of students enrolled in credit programs.

Performance Improvement Goal

For the System, the performance goal is to meet or exceed an enrollment target of 42,000 students each Fall semester.

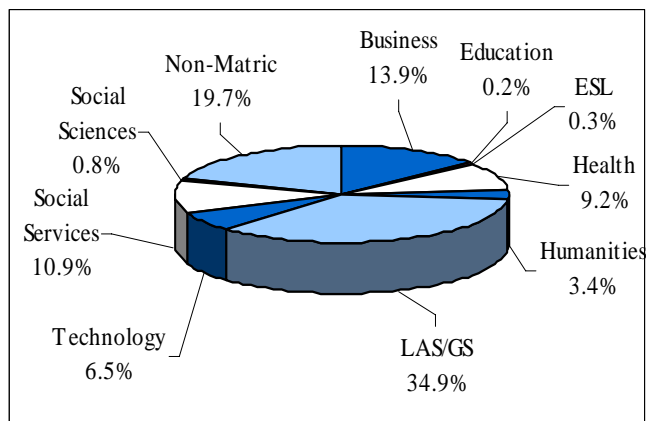
Data Analysis

In the Fall of 2006, as a system, 45.1% of all Community College students were enrolled in occupational programs. Liberal Arts and Sciences and General Studies programs accounted for an additional 35.3% of all Community College students, and the remaining 19.7% of the students were not enrolled in a specific degree or certificate program.

In the Fall of 2006, 46,489 credit students enrolled in Connecticut Community Colleges.

This represents an increase of 3.6% since the Fall of 2002; the performance goal has been met or exceeded. The Community Colleges are serving 26,050 Full-time Equivalent Students, which is the largest number in the system's history. This represents an increase of 10.9% since the Fall of 2002.

Fall 2006 Enrollment by Program Area



Enrollment in programs that support state-wide workforce shortage areas is monitored closely. Over the past five years, enrollment in Nursing programs has increased by 46% and enrollment in Science/Engineering/Technology programs has decreased by 10.6%.

Community College System

Program Area	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	% Change
	Students	Students	Students	Students	Students	2002-2006
Business	6,521	6,284	6,337	6,323	6,446	-1.2%
Education	188	156	101	120	98	-47.9%
ESL	138	107	110	110	117	-15.2%
Health/Life Sciences	3,358	3,670	3,961	4,155	4,296	27.9%
Humanities/Arts/Communications	1,148	1,198	1,293	1,433	1,572	36.9%
Liberal Arts & General Studies	13,649	14,705	15,970	16,237	16,404	20.2%
Science/Engineering/Technology	3,357	3,041	2,865	2,938	3,000	-10.6%
Social & Public Services	3,994	4,254	4,628	4,881	5,055	26.6%
Social Sciences	265	305	320	372	363	37.0%
Non-Matriculated	12,251	11,440	10,158	9,658	9,138	-25.4%
Total	44,869	45,160	45,743	46,227	46,489	3.6%

Source: Banner Data Extracts

ENROLLMENT BY CREDIT PROGRAM**Asnuntuck, Northwestern, Quinebaug**

Program Area	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	% Change
	Students	Students	Students	Students	Students	2002-2006
Business	714	558	571	586	611	-14.4%
Education	0	0	0	0	1	
ESL	0	0	0	0	0	
Health/Life Sciences	538	575	610	541	538	0.0%
Humanities/Arts/Communications	195	191	169	236	219	12.3%
Liberal Arts & General Studies	1,280	1,379	1,482	1,566	1,597	24.8%
Science/Engineering/Technology	285	290	302	281	317	11.2%
Social & Public Services	245	243	247	307	367	49.8%
Social Sciences	3	1	1	1	3	0.0%
Non-Matriculated	1,598	1,353	1,359	1,248	1,308	-18.1%
Total	4,858	4,590	4,741	4,766	4,961	2.1%

Capital, Gateway, Housatonic

Program Area	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	% Change
	Students	Students	Students	Students	Students	2002-2006
Business	2,119	2,004	1,950	1,792	1,750	-17.4%
Education	37	43	39	40	38	2.7%
ESL	11	21	17	18	29	163.6%
Health/Life Sciences	1,315	1,580	1,735	1,913	1,976	50.3%
Humanities/Arts/Communications	198	217	217	237	285	43.9%
Liberal Arts & General Studies	4,725	5,060	5,313	5,234	5,379	13.8%
Science/Engineering/Technology	629	574	532	626	666	5.9%
Social & Public Services	1,338	1,415	1,466	1,447	1,486	11.1%
Social Sciences	0	0	0	0	0	
Non-Matriculated	2,947	2,732	2,463	2,476	2,196	-25.5%
Total	13,319	13,646	13,732	13,783	13,805	3.6%

Manchester, Naugatuck, Norwalk

Program Area	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	% Change
	Students	Students	Students	Students	Students	2002-2006
Business	2,092	2,182	2,232	2,403	2,531	21.0%
Education	151	113	62	36	24	-84.1%
ESL	79	59	74	70	64	-19.0%
Health/Life Sciences	955	920	1,020	1,097	1,121	17.4%
Humanities/Arts/Communications	484	535	662	711	791	63.4%
Liberal Arts & General Studies	4,597	5,080	5,695	5,947	5,829	26.8%
Science/Engineering/Technology	1,749	1,539	1,394	1,389	1,369	-21.7%
Social & Public Services	1,519	1,637	1,924	2,131	2,192	44.3%
Social Sciences	262	304	319	371	360	37.4%
Non-Matriculated	4,705	4,550	3,828	3,683	3,512	-25.4%
Total	16,593	16,919	17,210	17,838	17,793	7.2%

Middlesex, Three Rivers, Tunxis

Program Area	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	% Change
	Students	Students	Students	Students	Students	2002-2006
Business	1,596	1,540	1,584	1,542	1,554	-2.6%
Education	0	0	0	44	35	
ESL	48	27	19	22	24	-50.0%
Health/Life Sciences	550	595	596	604	661	20.2%
Humanities/Arts/Communications	271	255	245	249	277	2.2%
Liberal Arts & General Studies	3,047	3,186	3,480	3,490	3,599	18.1%
Science/Engineering/Technology	694	638	637	642	648	-6.6%
Social & Public Services	892	959	991	996	1,010	13.2%
Social Sciences	0	0	0	0	0	
Non-Matriculated	3,001	2,805	2,508	2,251	2,122	-29.3%
Total	10,099	10,005	10,060	9,840	9,930	-1.7%

DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percentage of degrees conferred by credit program.

Performance Improvement Goal

For the System, the performance improvement goal is to award 4,000 degrees and certificates annually.

Data Analysis

During the 2005-2006 academic year, the Connecticut Community Colleges awarded 4,439 degrees and certificates, an increase of 12.2% since 2002. This represents a .3% decrease in degrees awarded over last year and a 12.5% increase since 2002. There is an 8.5% increase in certificates awarded over last year and a 13.1% increase since 2002.

Occupational programs accounted for 64.5% of all the associate degrees awarded. The number of graduates from programs that support state-wide workforce shortage areas, such as Nursing/ Allied Health and Science/Engineering/Technology, is monitored closely. Over the past five years, although the total number of graduates has increased by 12.2%, the number of graduates from Science/Engineering/Technology programs has decreased by 23.1%. This decline is consistent with

national trends and there appear to be three root causes: 1) the gap between the preparation level of students in mathematics upon

Community College System

Workforce Shortage Program Areas	2002 Grads	2003 Grads	2004 Grads	2005 Grads	2006 Grads	% Change 2002-2006
Nursing	227	225	213	285	333	47%
All Other Allied Health	477	444	510	597	526	10%
Science/Engineering/Technology	576	567	548	421	443	-23%

Source: DOL Grant Data

entry to the community colleges, compared with the requisite skills necessary for the profession, leads to substantial attrition as students need to take several courses, often beginning at the developmental level; 2) the media has portrayed the manufacturing sector as weak, so students avoid enrolling in traditional engineering technologies; and 3) the outsourcing of a significant number of information technology jobs overseas once held by Community College graduates with source code programming skills. The system is addressing the first two root causes. Unfortunately, both are systemic and embedded, and consequently, any material improvement will take time.

Community College System

Program Area	2002	2003	2004	2005	2006	% Change 2002-2006
	Grads	Grads	Grads	Grads	Grads	
Business	848	945	960	951	966	13.9%
Education	25	2	3	14	22	-12.0%
Health/Life Sciences	707	705	736	863	864	22.2%
Humanities/Arts/Communications	130	164	184	193	172	32.3%
Liberal Arts & General Studies	1,167	1,181	1,202	1,298	1,305	11.8%
Science/Engineering/Technology	576	567	548	421	443	-23.1%
Social & Public Services	458	565	531	581	603	31.7%
Social Sciences	47	46	59	57	64	36.2%
Total	3,958	4,175	4,223	4,378	4,439	12.2%

Source: IPEDS Data

DEGREES CONFERRED BY CREDIT PROGRAM**Asnuntuck, Northwestern, Quinebaug**

Program Area	2002	2003	2004	2005	2006	% Change 2002-2006
	Grads	Grads	Grads	Grads	Grads	
Business	129	160	123	116	115	-10.9%
Education	0	0	0	1	1	
Health/Life Sciences	92	89	95	93	78	-15.2%
Humanities/Arts/Communications	31	44	37	47	37	19.4%
Liberal Arts & General Studies	175	199	172	187	208	18.9%
Science/Engineering/Technology	67	72	64	44	89	32.8%
Social & Public Services	46	61	51	38	41	-10.9%
Social Sciences	1	0	0	0	0	-100.0%
Total	541	625	542	526	569	5.2%

Capital, Gateway, Housatonic

Program Area	2002	2003	2004	2005	2006	% Change 2002-2006
	Grads	Grads	Grads	Grads	Grads	
Business	226	252	264	258	260	15.0%
Education	5	2	3	6	7	40.0%
Health/Life Sciences	254	231	271	343	346	36.2%
Humanities/Arts/Communications	8	23	30	19	31	287.5%
Liberal Arts & General Studies	240	239	303	297	341	42.1%
Science/Engineering/Technology	160	133	139	92	104	-35.0%
Social & Public Services	139	190	173	216	197	41.7%
Social Sciences	0	0	0	0	0	
Total	1,032	1,070	1,183	1,231	1,286	24.6%

Manchester, Naugatuck, Norwalk

Program Area	2002	2003	2004	2005	2006	% Change 2002-2006
	Grads	Grads	Grads	Grads	Grads	
Business	291	278	334	335	354	21.6%
Education	20	0	0	0	11	-45.0%
Health/Life Sciences	197	211	223	247	259	31.5%
Humanities/Arts/Communications	58	68	66	87	76	31.0%
Liberal Arts & General Studies	429	433	442	491	474	10.5%
Science/Engineering/Technology	225	252	218	203	161	-28.4%
Social & Public Services	161	236	213	225	255	58.4%
Social Sciences	46	46	59	57	64	39.1%
Total	1,427	1,524	1,555	1,645	1,654	15.9%

Middlesex, Three Rivers, Tunxis

Program Area	2002	2003	2004	2005	2006	% Change 2002-2006
	Grads	Grads	Grads	Grads	Grads	
Business	202	255	239	242	237	17.3%
Education	0	0	0	7	3	
Health/Life Sciences	164	174	147	180	181	10.4%
Humanities/Arts/Communications	33	29	51	40	28	-15.2%
Liberal Arts & General Studies	323	310	285	323	282	-12.7%
Science/Engineering/Technology	124	110	127	82	89	-28.2%
Social & Public Services	112	78	94	102	110	-1.8%
Social Sciences	0	0	0	0	0	
Total	958	956	943	976	930	-2.9%

WORKFORCE PREPARATION

Performance Indicator

Workforce Preparation is defined here as the number and percentage of occupational program graduates who were employed in Connecticut at the time of graduation and retained in employment six months thereafter.

Performance Improvement Goal

For the System, the performance improvement goal is to maintain or exceed a 75% rate of employment and retention in employment.

Data Analysis

According to CT Department of Labor and graduate record data, for the latest reporting year (2004-2005), there were 3,093 graduates from credit occupational programs; 2,421 were employed in Connecticut at the time of graduation (78%) and 2,250 of these workers were retained 6 months later (93%). Performance goals were met in both instances. On average, these graduates received a \$326 weekly wage increase upon completion of their program, a \$16,950 average annual increase. For the 2004-2005 reporting year, \$38,137,722 worth of higher earnings can be attributed to graduates completing an occupational credit program. Occupational programs are defined as those intended to prepare an individual for immediate entry into the workforce; excluded are Liberal Arts & General Studies programs.

Asnuntuck, Northwestern, Quinebaug										
	2001	%	2002	%	2003	%	2004	%	2005	%
Completed	299		307		392		370		338	
Employed	234	78%	239	78%	325	83%	299	81%	247	73%
Retained	214	91%	233	92%	311	96%	286	90%	226	91%

Capital, Gateway, Housatonic										
	2001	%	2002	%	2003	%	2004	%	2005	%
Completed	727		767		825		888		934	
Employed	608	84%	662	86%	722	88%	755	82%	751	80%
Retained	577	95%	634	96%	695	96%	587	93%	710	95%

Manchester, Naugatuck Valley, Norwalk										
	2001	%	2002	%	2003	%	2004	%	2005	%
Completed	979		953		1,068		1,133		1,158	
Employed	813	83%	797	84%	914	85%	961	85%	888	77%
Retained	763	94%	760	95%	879	96%	920	96%	820	92%

Middlesex, Three Rivers, Tunxis										
	2001	%	2002	%	2003	%	2004	%	2005	%
Completed	648		614		634		665		663	
Employed	545	84%	542	88%	570	90%	586	88%	535	81%
Retained	509	93%	526	97%	549	96%	570	97%	494	92%

[Note: Colleges in border towns such as Asnuntuck in Enfield and Quinebaug Valley in Danielson have graduates who work in adjoining states including Massachusetts and Rhode Island. The majority of these graduates continue to be residents of Connecticut, and their earnings have a positive impact on Connecticut's economy. However, their earnings are not considered in the data reported which deal only with Connecticut employment statistics.]

NON-CREDIT REGISTRATIONS

Common Core Performance Indicator

Annual course registrations of non-credit students by the following two categories: personal and workforce development.

Performance Improvement Goal

For the System, the performance improvement goal is to achieve a 1% annual increase in non-credit registrations.

Data Analysis

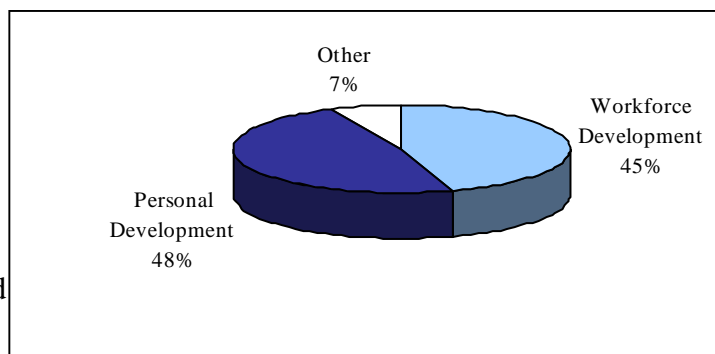
The Community Colleges sponsor a wide range of activities organized by extension divisions and departments. Some of these courses meet for an hour, others a day or two, and some have periodic meetings

Non-Credit Registrations						
	FY02	FY 03	FY04	FY05	FY06	%Change FY05-FY06
ASCC NWCC QVCC	7,395	7,002	5,956	7,686	9,115	19%
CACC GWCC HOCC	13,387	11,267	12,479	11,324	11,207	-1%
MACC NVCC NKCC	32,267	30,181	30,361	26,728	27,604	3%
MXCC TRCC TXCC	15,897	12,299	12,812	13,372	15,185	14%
CTC Total	68,946	60,749	61,608	59,110	63,111	7%

Non-Credit Registrations by Category					
	FY 03	FY04	FY05	FY06	%Change FY05-FY06
Workforce Development	29,185	29,494	25,409	28,427	12%
Personal Development	27,943	30,533	29,752	30,248	2%
Other	3,621	1,581	3,949	4,436	12%
Total	60,749	61,608	59,110	63,111	7%

distributed over a period of several months. The primary purpose of these functions is to provide an appropriate educational experience for the individual or group being served. These courses may represent personal development or a response to business, industry, and professional associations requiring their constituents to return to school to maintain a high level of currency in their field. Continuing Education Units (CEUs) may be earned for these activities, and a record or transcript of those learning experiences may be obtained.

Students can and, in many cases, do enroll in one or more courses during the year. Therefore, the number of registrations in a given year is a duplicated headcount. These registrations encompass a variety of instructional activities that are classified into two major categories: workforce and personal development. As a system, for 2006 there were 63,611 non-credit registrations in total; 28,427 (45%) in workforce development related courses and 30,248 (48%) in personal enrichment activities. This represents a 7% increase in non-credit registrations from 2004.



COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Performance Indicator

Narrative descriptions of collaborative activities within our colleges' service areas.

What are community colleges doing in conjunction with the communities in their service areas?

The mission of the Connecticut Community Colleges, as reflected in Connecticut General Statutes, includes the requirement to “provide community services and continuing education to respond to workforce needs or to address career, personal, instructional, cultural and public interests.” The term “community service programs” means educational, cultural, recreational and community-directed services which a community college may provide in addition to its regular academic program. Such community service programs may include: activities designed to enrich the intellectual, cultural and social life of the community, educational services designed to promote the development of skills for the effective use of leisure time, activities and programs designed to assist in the identification and solution of community problems, and utilization of college facilities and services by community groups to the extent such usage does not conflict with the regular schedule of the college.

To fulfill this community services mission, all 12 community colleges have developed educational programs and services in partnerships with K-12 education systems, labor, business, industry, local governments and the communities of the regions they serve to support economic development through workforce development initiatives and strengthened collaborations. Each of the colleges offers High School Partnership programs that allow high school students to expand their studies by taking college credit classes at their local community college, without tuition and fees, during the junior and senior year of high school. This program has recently been expanded with special funding to encourage students to take courses in math, science, and technology. Each college also participates in the Tech Prep program through local high schools to encourage an early college experience and the acquisition of college credit, without charge, while in still in high school. The colleges also participate in CONNTAC-EOC, a federally funded program that provides free educational, career, and financial aid counseling services to students throughout the state.

Beyond these statewide programs, the College Connections program at Asnuntuck provides manufacturing technology courses to eight high schools in the north central Connecticut and Springfield, MA, areas, and an NSF grant-funded initiative brings Asnuntuck into partnership with the University of Connecticut Health Center, Springfield Technical Community College and the Hartford and Springfield workforce investment boards to provide precision medical manufacturing technology education in their region.

Capital Community College provides mentoring, college awareness and educational development opportunities to over 100 Fox Middle School students. The Met Life Academy for Success at Capital offers Hartford Public Schools High School juniors a chance to explore the opportunity for continuing their education at the college level.

Gateway Community College expands their high school partnerships through a variety of programs including the College Math Corner, Senior College Experience, interest inventory testing, summer transition programs, and accelerated math and English instruction designed to prepare students to succeed in Allied Health and Nursing programs.

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Housatonic Community College is one of three Connecticut colleges selected to participate in the national Achieving the Dream initiative. The college has developed a “bridges” program to strengthen relationships with area high school students and their families and to encourage attendance and academic success in college-level courses.

Manchester Community College is host to Great Path Academy, a middle college high school that serves as a magnet school for the region. The college president and superintendents from each of the sending districts serve on the Academy’s Board of Directors.

Middlesex Community College works cooperatively with the Connecticut Department of Higher Education to offer the Saturday Mathematics and Technology Academic, with the Middlesex Chamber of Commerce to offer an Adult Re-entry Program, and with the Women and Families Center of Meriden to offer out of school youth programs.

Naugatuck Valley Community College offers summer enrichment programs for elementary and middle school students and offers advanced manufacturing courses and access to state-of-the-art equipment and labs for Kaynor Tech students.

Northwestern Connecticut Community College is developing a College Academy in partnership with Region 7 schools that will offer college-level courses and a pre-freshman experience course in Fall 07.

Norwalk Community College continues its established partnership with the Stamford Public Schools Academy for Information Technology (AIT) and is participating in a teacher technology training institute to expand the use of instructional technology in the Norwalk school system.

Quinebaug Valley Community College collaborates with area high schools and plastics manufacturers in a Plastics Expo where students develop and market a unique plastic project. They also work with the Youth Service Bureau to organize the annual Youth Summit for high school students; they participate on the area advisory board for the Department of Children and Family, and they offer a Kids Academy for Information Technology.

Three Rivers Community College expands its collaborative efforts with high schools through High Jump, a program that serves high performing high school seniors. While Adventures in Lifelong Learning supports the educational interests of over 200 area senior citizens.

Tunxis Community College has formed a partnership with Bristol Eastern High School to improve student preparation for college through a two year program of College Study Skills, Foundations in Reading, Introduction to the Essay, and Pre-Algebra courses. The college also sponsors Chinese language courses in collaboration with Bristol, Regional District #10, and the Farmington schools. New Britain Adult Education promotes student success by providing the College’s Study Skills and Introduction to the Essay for adult learners returning to an educational track.

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

The Connecticut Community College System is also responsive to business and industry in the state most notably through its Business and Industry Services Network. This collaborative initiative promotes the partnership of the colleges with local business and industries in the areas of program development, needs assessment and market research, customized training and program delivery. Cooperative education, student internships, faculty externships, sharing of clinical faculty, and community based job training and advanced manufacturing grant projects all foster a close relationship for the colleges with business and industry throughout the state. Business leaders serve on numerous college advisory boards and college leaders serve on regional business advisory groups, industry cluster coordinating groups, Workforce Investment Boards, and Chamber of Commerce Boards. All the colleges undertake special projects in an effort to anticipate and respond to the workforce needs of Connecticut's employers through such initiatives as:

- Precision Manufacturing Institutes at Asnuntuck and Middlesex Community Colleges
- The Insurance and Financial Services Center for Excellence and the Business Leadership Roundtable at Capital Community College
- Gateway's award-winning partnership with New Haven's Empowerment Zone
- The Research Institute at Housatonic Community College
- The Plastics Institute at Quinebaug Valley Community College
- U.S. DOL Community Based Job Training Initiatives at all 12 colleges
- Career Pathways to Nursing and Bridges to Allied Health Careers
- U.S. DOL High Growth Job Training Grant Initiative in Manufacturing
- The Bristol Career Center of Tunxis Community College

REAL COST PER STUDENT

Common Core Performance Indicator

The ratio of total education and general expenditures (including fringe benefits but excluding research, public service, scholarships, depreciation and auxiliary expenditures) to full-time equivalent (FTE) students compared to peer institutions.

How does current real cost of educating a student in Connecticut's Community Colleges compare to peer institutions?

Data Analysis

While cost per student is intended to assess operating efficiency, this measure often reflects other influences, including differences in regional cost of living and FTE enrollments, as well as specific one-time or continuing costs such as those related to unique educational programs and major new facilities. In addition, the formula itself assumes that all costs are directly attributable to credit FTE students, when in fact non-credit and grant costs included in the calculation are not a direct cost of providing credit FTE instruction, and actually represent a desirable expansion of activities and resources available to the colleges. As a result of these factors, it is difficult to draw conclusions relative to peers with any assurance of validity; however, the CCC cost per student appears to be in line with expectations, given these differences.

As the "Real Price" measure indicates (Goal 3), Connecticut's median household income (MHI) is roughly 16% higher than the "average" MHI of states included in the peer group. This higher MHI is reflected in the salary and other costs that Connecticut higher education institutions pay and accounts for much of the differential in cost per student compared with peers.

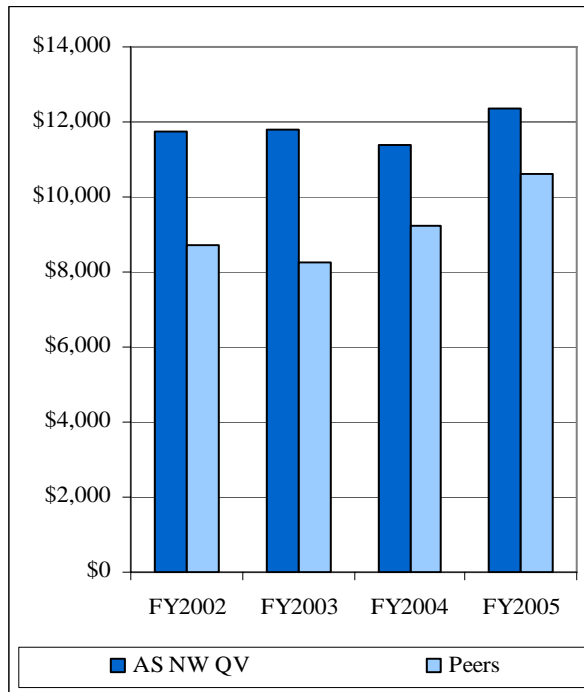
Further analysis of the data by expenditure function provides some interesting information. The Connecticut Community Colleges spent 25% more per FTE on instruction and academic support, 47% more on student services, 15% more on operation and maintenance of physical plant, and 18% less on institutional support. This partially reflects the fact that some administrative costs at the Connecticut Community Colleges are centralized, most notably the system data center, and thus not included in college IPEDS data. It may also suggest that administrative operations are somewhat leaner in Connecticut (given the differences in cost of living and MHI), and that, in addition to the higher cost of living, Connecticut is devoting more of its resources to those activities which directly impact students and the college facilities within which students learn. It may also reflect the fact that we have a larger component of non-credit instruction which is included in the cost numbers but not the enrollment numbers.

Community Colleges	FY 2002	FY 2003	FY 2004	FY 2005	1-Year % Change
Total Operating Expenditures	\$236,307,093	\$245,017,972	\$247,607,369	\$274,693,383	10.9%
FTE	24,100	24,700	25,780	26,332	2.1%
Cost per FTE - CTCs	\$9,805	\$9,920	\$9,605	\$10,432	8.6%
Peers					
Total Operating Expenditures	\$287,087,531	\$304,732,525	\$318,083,711	\$339,642,758	6.8%
FTE	36,783	39,030	38,745	38,312	-1.1%
Cost per FTE - Peers	\$7,805	\$7,808	\$8,210	\$8,865	8.0%

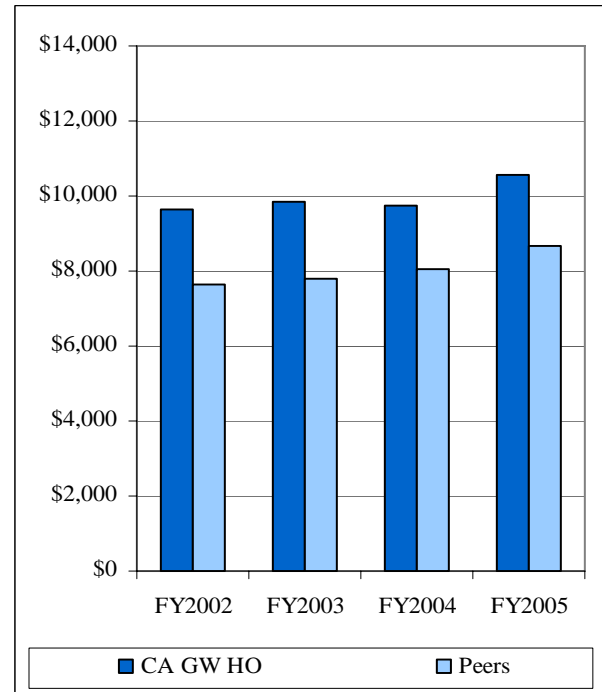
Source: IPEDS Data and Banner Data Extracts

REAL COST PER STUDENT

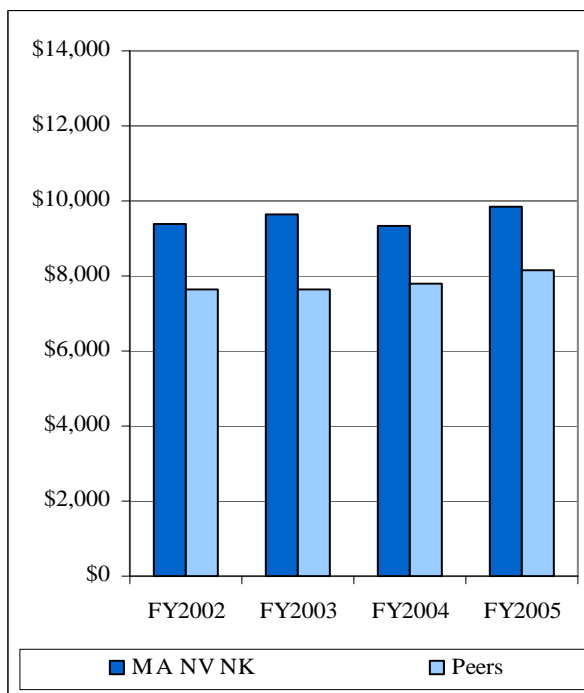
Asnuntuck, Northwestern, Quinebaug



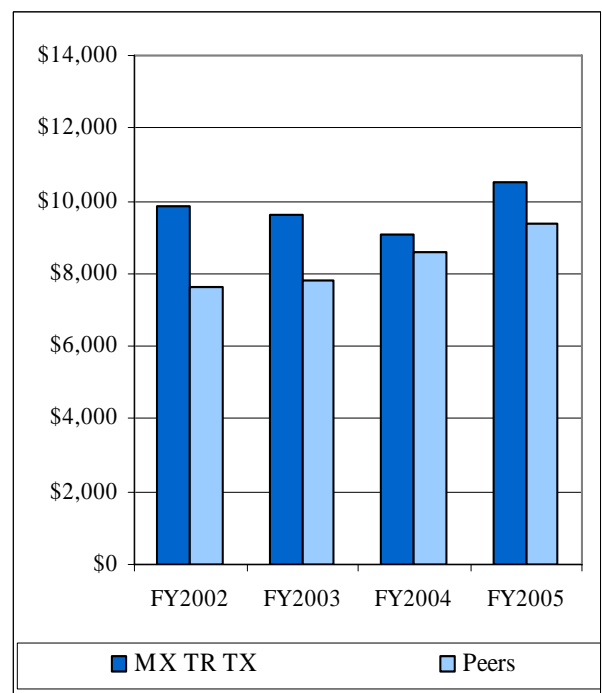
Capital, Gateway, Housatonic



Manchester, Naugatuck, Norwalk



Middlesex, Three Rivers, Tunxis



Source: IPEDS Data and Banner Data Extracts

RETENTION RATES

Common Core Performance Indicator

The percentage of first-time, full-time degree seeking students who enroll in a given fall semester and return the following fall.

Performance Improvement Goal

For the system, the performance goal is to achieve and maintain a minimum retention rate of 60% for all students.

Data Analysis

The system retention rate for first-time, full-time degree or certificate seeking credit students (students who entered in the Fall of 2005 and returned one year later, Fall 2006) is 58%. The retention rate is slightly larger for the system's three large urban institutions (55%). These rates have remained relatively consistent over the last five years; ranging between 58% and 59%. Peer retention rate data comes from the National Center for Education Statistics (NCES). The data lags by one year and only percentages are reported.

One Year Retention Rates for First-time, Full-time, Degree and Certificate Seeking Students						
	2001 - 02	2002 - 03	2003 - 04	2004 - 05	Peer Range 2004 - 05	2005 - 06
ASCC NWCC CACC	62%	58%	61%	58%	32%-53%	58%
CACC GWCC HOCC	57%	56%	56%	57%	47%-63%	55%
MACC NVCC NKCC	60%	62%	61%	61%	38%-63%	59%
MXCC TRCC TXCC	61%	57%	59%	57%	51%-72%	60%
CTC SYSTEM	59%	58%	59%	57%	32%-72%	58%

The system's overall retention rate from Fall 2005 to Fall 2006 was 58%. The retention rate for Minority students (54%) was lower than that for White students (60%). Among the system's four college clusters retention rates range between 58% and 61% for White students, between 38% and 57% for Black students, between 39% and 54% for Hispanic students, between 64% and 69% for Asian students; and between 25% and 60% for Native American students.

Always striving to enable students to maintain continuous enrollment while pursuing a degree or certificate, colleges also recognize that this is not possible for many students and it often takes them longer than two or three years to complete a program of study. Some are under prepared when they arrive. Many are working adults with low income, supporting families, who stop in and out of college numerous times along the way. Policies and practices are designed, implemented and continuously reviewed

to ensure access, responsive programming, affordable tuition, and the maximum level of support to facilitate completion in as timely a manner as possible.

One Year Retention Rates for First-time, Full-time, Degree and Certificate Seeking Minority Students			
	All Students	White Students	All Minority Students
CTC System			
2001 - 02	59%	62%	52%
2002 - 03	58%	61%	54%
2003 - 04	59%	61%	54%
2004 - 05	57%	60%	56%
2005 - 06	58%	60%	54%

In addition, the system is currently participating in "Achieving the Dream", a project involving several states, designed to assist community colleges and state policy makers in their efforts to close success gaps for low socio-economic students and students of color.

RETENTION RATES

One Year Retention Rates by Race/Ethnicity

	All Students	White	Black	Hispanic	Asian American	Native American
Asnuntuck, Northwestern and Quinebaug						
2001 - 02	62%	64%	20%	60%	71%	N/A
2002 - 03	58%	61%	22%	48%	50%	67%
2003 - 04	61%	62%	31%	50%	88%	0%
2004 - 05	58%	59%	38%	46%	64%	25%
2005 - 06	58%	58%	38%	39%	100%	100%
Capital, Gateway and Housatonic						
2001 - 02	56%	60%	50%	58%	65%	0%
2002 - 03	56%	59%	53%	53%	70%	43%
2003 - 04	56%	58%	52%	52%	58%	50%
2004 - 05	57%	58%	55%	56%	58%	20%
2005 - 06	55%	60%	48%	54%	64%	25%
Manchester, Naugatuck Valley and Norwalk						
2001 - 02	60%	63%	55%	51%	64%	57%
2002 - 03	62%	64%	56%	51%	76%	67%
2003 - 04	61%	62%	53%	65%	65%	50%
2004 - 05	61%	62%	57%	56%	66%	50%
2005 - 06	59%	60%	57%	54%	67%	100%
Middlesex, Three Rivers and Tunxis						
2001 - 02	59%	62%	45%	19%	64%	57%
2002 - 03	56%	57%	41%	57%	56%	33%
2003 - 04	59%	62%	45%	44%	60%	50%
2004 - 05	57%	59%	53%	45%	79%	50%
2005 - 06	60%	61%	57%	53%	69%	57%
ALL CTC						
2001 - 02	59%	62%	51%	50%	65%	47%
2002 - 03	58%	61%	53%	53%	68%	50%
2003 - 04	59%	61%	52%	56%	64%	47%
2004 - 05	57%	60%	55%	54%	66%	40%
2005 - 06	58%	60%	52%	53%	68%	60%

GRADUATION RATES

Common Core Performance Indicator

The percentage of first-time, full-time degree seeking or certificate seeking students in a cohort who graduate within three years.

Performance Improvement Goal

For the System, the performance goal is to meet or exceed the national average for community colleges.

Data Analysis

The first table represents the three-year graduation rates for cohorts of first-time, full-time degree or certificate seeking credit students who entered a community college in the Fall of 1998, 1999, 2000, 2001, and 2002. The Fall 2002 cohort represents 4,181 students or 9% of the total students enrolled for credit at Connecticut's community colleges. The overall 13% graduation rate is equivalent to the 13% rate for all peers combined, and slightly less than the national average reported by the American Association of Community Colleges.

	1998 Cohort	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort
AS NW QV	18%	17%	20%	17%	18%
Peers	27%	18%	20%	14%	23%
CA GW HO	15%	18%	19%	12%	14%
Peers	9%	11%	13%	12%	14%
MA NV NK	10%	11%	10%	10%	12%
Peers	16%	19%	12%	11%	6%
MX TR TX	16%	13%	12%	12%	12%
Peers	33%	27%	24%	22%	24%
CTC System	13%	14%	14%	12%	13%
All Peers	19%	17%	15%	14%	13%

National Average Graduation Rate for Community Colleges:
14%, Source: American Association of Community Colleges

While there is fluctuation among minority groups, the system graduation rate for all minority students in the Fall 2002 cohort is slightly less than that of system peers.

While colleges work to ensure that students who intend to graduate from a community college are able to do so, colleges also recognize that it often takes many students longer than two or three years to complete a program of study. Some are underprepared when they arrive. Many are working adults with low income, supporting families, who stop in and out of college numerous times along the way. Policies and practices are designed, implemented and continuously reviewed to ensure access, responsive programming, affordable tuition, and the maximum level of support to facilitate completion in as timely a manner as possible.

All Minorities Fall 2002 Cohort	
ASCC NWCC QVCC	17%
Peers	15%
CACC GWCC HOCC	11%
Peers	11%
MACC NKCC NVCC	6%
Peers	6%
MXCC TRCC TXCC	9%
Peers	19%
CTC System Total	9%
Peer Total	10%

In addition, the system is currently participating in "Achieving the Dream", a project involving several states, designed to assist community colleges and state policy makers in their efforts to close a national trend of success gaps for low socio-economic students and students of color.

"Achieving the Dream" is funded by Lumina Foundation for Education and managed by MDC, Inc. Other national partners and funders include the following: American Association of Community Colleges (AACC), Community College Leadership Program, the University of Texas-Austin, Community College Research Center, Teachers College, Columbia University, Jobs for the Future, MDRC, Public Agenda, Knowledge Works Foundation, and Nellie Mae Education Foundation, Inc.

GRADUATION RATES

Cohort Graduation			All	Asian/Pacific				Native
	Year	Year	Students	White	Black	Hispanic	Islander	American
CTC System	2002	2005	13%	15%	9%	9%	11%	14%
Peers			13%	14%	10%	9%	10%	19%
ASCC NWCC QVCC			18%	18%	33%	11%	13%	33%
Peers			23%	23%	19%	16%	0%	0%
CACC GWCC HOCC			14%	18%	11%	10%	9%	14%
Peers			14%	16%	11%	11%	10%	13%
MACC NKCC NVCC			12%	15%	4%	8%	12%	0%
Peers			6%	5%	6%	5%	5%	8%
MXCC TRCC TXCC			12%	12%	7%	8%	12%	17%
Peers			24%	26%	17%	13%	25%	32%
CTC System	2001	2004	12%	12%	8%	9%	24%	6%
Peers			14%	16%	9%	8%	8%	7%
ASCC NWCC QVCC			17%	16%	0%	20%	57%	NA
Peers			14%	15%	0%	10%	13%	0%
CACC GWCC HOCC			12%	11%	11%	12%	21%	NA
Peers			12%	14%	11%	8%	11%	NA
MACC NKCC NVCC			10%	12%	4%	6%	20%	14%
Peers			11%	13%	3%	9%	4%	5%
MXCC TRCC TXCC			12%	12%	5%	10%	23%	0%
Peers			22%	24%	20%	4%	0%	6%
CTC System	2000	2003	14%	14%	12%	9%	20%	25%
Peers			15%	18%	10%	9%	14%	21%
ASCC NWCC QVCC			20%	20%	9%	18%	0%	0%
Peers			20%	22%	16%	9%	17%	0%
CACC GWCC HOCC			19%	19%	19%	12%	42%	100%
Peers			13%	16%	11%	10%	17%	23%
MACC NKCC NVCC			10%	11%	5%	6%	8%	0%
Peers			12%	15%	2%	7%	5%	14%
MXCC TRCC TXCC			12%	12%	2%	9%	8%	40%
Peers			24%	24%	26%	18%	25%	30%
CTC System	1999	2002	14%	15%	11%	10%	20%	5%
Peers			17%	22%	9%	8%	15%	16%
ASCC NWCC QVCC			17%	18%	0%	0%	25%	0%
Peers			18%	19%	16%	10%	0%	10%
CACC GWCC HOCC			18%	20%	16%	10%	19%	0%
Peers			11%	16%	8%	6%	14%	23%
MACC NKCC NVCC			11%	11%	5%	11%	18%	14%
Peers			19%	22%	9%	11%	12%	7%
MXCC TRCC TXCC			13%	14%	12%	9%	25%	0%
Peers			27%	28%	15%	23%	40%	21%

STUDENT GOALS

Performance Indicator

The number and percentage of students who attend Connecticut Community Colleges and why.

Performance Improvement Goal

For the system, 90% of the graduates each year will report that their goals for attending a Community College were met.

Data Analysis

In the Fall of 2006, 46,489 credit students enrolled in Connecticut Community Colleges. From this group, 15,977 new and transfer students were surveyed about their current educational goals, and 4,236 responded (27%). These were students for whom this was their first college experience or transfer students to the community colleges. Survey results indicate that upon initial entry to a community college 58.2% are enrolled to obtain an Associate Degree or Certificate and 37.9% are enrolled for other reasons.

Facilitating student success in the achievement of all attainable goals, even when that goal includes something other than earning a credential, is an appropriate performance objective; 94.6% of survey respondents from the graduating class of 2005 reported that their goals were met. Clearly, Community Colleges play an important role in the lives of students by helping them to meet their educational, career, and personal development goals.

Challenges facing Community Colleges in this regard include: (1) providing full access to education through open admissions; (2) serving a diverse mix of students with dramatically varying goals, from earning a degree to receiving on-the-job training; (3) serving students who have significant time commitments - to their families, their jobs, and their communities - in addition to their studies; (4) serving the students who benefited the least from their previous public school education and therefore are most likely to have academic challenges; (5) serving disproportionately high numbers of low-income and first-generation college students; and (6) addressing all of these challenges while dealing with severe resource constraints. Overcoming these hurdles - providing quality education and the necessary support to help all students meet their educational goals - is the primary focus of Community Colleges.

Community College Student Goals	2002	2003	2004	2005	2006
Associate Degree	27.30%	27.30%	26.60%	27.80%	27.4%
Transfer with an Associate Degree	20.10%	21.10%	23.40%	22.10%	24.1%
Fulfill another college's requirement(s)	9.40%	10.90%	9.70%	9.90%	10.3%
Certificate	7.00%	6.80%	6.50%	6.30%	6.7%
Transfer without an Associate Degree	4.40%	3.80%	4.60%	5.20%	5.2%
Job preparation/retraining course	6.50%	6.90%	6.20%	4.80%	4.3%
Unsure at this time	3.50%	3.40%	3.50%	3.70%	4.1%
Other goal	4.80%	4.60%	4.60%	4.50%	4.0%
Multiple Responses or Missing Data	4.90%	3.10%	5.20%	5.70%	4.0%
Personal development course(s)	4.80%	4.70%	3.50%	3.90%	3.5%
Improve English skills/proficiency	2.90%	2.60%	2.00%	2.50%	2.5%
Job promotion	2.50%	2.50%	2.50%	2.20%	2.1%
Developmental (college prep) education	2.00%	2.30%	1.80%	1.60%	1.8%
Goals Achieved	90.20%	91.50%	92.50%	94.60%	



Board of Governors
for Higher Education

BOARD FOR STATE ACADEMIC AWARDS

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BOARD FOR STATE ACADEMIC AWARDS

Overview

The Board for State Academic Awards governs Charter Oak State College and the Connecticut Distance Learning Consortium. Charter Oak State College was established by the Connecticut General Assembly in 1973 as Connecticut's nontraditional college designed to provide adults with alternative means of earning associate and baccalaureate degrees that are of equivalent quality and rigor to those earned at other institutions of higher education. The Connecticut Distance Learning Consortium was established in 1996 as a unique association of public and independent collegiate institutions whose purpose is to create an interactive distance learning community which will meet the needs of higher education students in the twenty-first century.

Charter Oak State College

Students at Charter Oak State College earn the credits they need to complete their degrees in many ways including campus-based and distance learning courses from any regionally accredited college or university, testing such as CLEP and DANTES, non-collegiate courses and military training which have been evaluated and recommended for credit by the American Council on Education, contract learning and portfolio assessment. Charter Oak State College also offers a growing number of online distance learning courses.

Charter Oak State College has approximately 1,700 students working toward degree completion. The average age of a Charter Oak State College student is 40, and students come to Charter Oak with a significant number of credits already earned (the average is about 85 credits for bachelor's programs). Charter Oak continues to experience enrollment growth in its distance learning courses.

Total expenditures for FY 2006 were \$6.2 million. Of this amount, \$2.3 million, including capital equipment and fringe benefits, came from state support and \$3.9 million came from other revenue.

Charter Oak's strategic priorities this past year have included:

- Continuing expansion of distance learning course offerings and distance learning enrollments.
- Increasing student services to improve persistence and graduation rates, resulting in the largest graduating class (697 students) in the College's history.
- Addressing workforce issues including healthcare and childcare.
- Continuing expansion of its Women in Transition program to provide access to low-income women.
- Beginning the implementation of a new student information system to provide additional service to students, and better technology and data access to staff.
- Completing self-study for NEASC reaccreditation.
- Developing new marketing initiatives, primarily using web-based technology.

Connecticut Distance Learning Consortium

As of 2006, the Connecticut Distance Learning Consortium has 49 members. Its 35 higher education members include the University of Connecticut, the Connecticut State Universities, Charter Oak State College, the Connecticut Community Colleges and 17 degree granting private institutions of higher education in Connecticut.

The mission of the Connecticut Distance Learning Consortium (CTDLC) is to:

- Provide a single point of presence for Distance Learning offered by Connecticut public and independent education institutions;
- Provide a high quality infrastructure by maintaining a state-of-the-art web-based delivery system that is available to all members;
- Coordinate the delivery of asynchronous education and worker training;
- Market CTDLC member courses and programs in Connecticut nationally and internationally;
- Improve the quality of Connecticut's distance learning products and services through rigorous assessment efforts including the implementation of a state wide assessment program;
- Provide a forum for discussion of distance learning in Connecticut and demonstrate new techniques for asynchronous delivery; and
- Provide faculty development opportunities.

The CTDLC is working to bring the higher education community together around collaborative activities that employ technology to both reduce costs and increase services to Connecticut students. Recent examples include: the CTDLC's Learning Management System hosting efforts which save higher education clients money through shared services; the electronic portfolio system that CTDLC supplies to 24 institutions to provide their students with a shared platform for advising, assessment, and career development; and the collaborative tutoring program which allows 29 institutions to share resources while providing online tutoring.

The measures for the Connecticut Distance Learning Consortium are reported after those of Charter Oak State College.

Methodology**Charter Oak State College**

The goal of the report is to include at least five years of trend data. Data for measures of graduate preparedness for employment; further study and licensure; graduate satisfaction with outcomes; and student satisfaction with programs, policies and services are derived from surveys of graduating students and alumni.

Connecticut State Distance Learning Consortium

The data for the Consortium comes from its data base and from student surveys done each semester by students taking online courses offered by the Consortium's members.

Peer Institutions

Charter Oak State College

There are only three peer institutions for Charter Oak State College: Thomas Edison State College in New Jersey, Excelsior College (formerly Regents College) in New York, and Western Governors University. Excelsior College became an independent institution in 1998 and is no longer state-supported. However, we use Excelsior College data where appropriate. Western Governors University is a virtual University founded by the Governors of several western states including Colorado, Wyoming and Utah.

Western Governors was only able to provide data on licensure completion, retention and preparedness for employment.

Thomas Edison provided us with information from their FY 2004 Graduate Survey.

Excelsior College provided information on the licensure exam performance for the first-time test takers in their nursing program for 2005. Other comparative information provided by Excelsior College is from their most recent alumni survey of students that graduated between May 1998 and October 2003. However, they report this data as mean response rather than percentages of students with that response.

These institutions were not able to provide data on all measures because they do not collect information in the same way.

Connecticut Distance Learning Consortium

In 2004, two national studies of “Virtual Universities” (VUs) were published, and the CTDLC was a participant and a subject in both. In a national study sponsored by the State Higher Education Executive Officers, the CTDLC has been identified as one of five “peer institutions” against which the nation’s Virtual College and Universities have been benchmarking themselves. That study also characterized VUs by their level of centralization and the level of business practice. The CTDLC was placed in the group of institutions with high centralization and high business practices, which is also the group reporting the most success at meeting their mission and goals.

A second report by The Center for Academic Transformation studied the same group and offered a series of suggestions for future development that are figuring into the CTDLC’s plans for improvement.

However, none of the Virtual Colleges and Universities have the same type of mission nor practices as the CTDLC. Therefore no comparative data is available.



Board of Governors
for Higher Education

CHARTER OAK STATE COLLEGE

LICENSURE AND CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification exams.

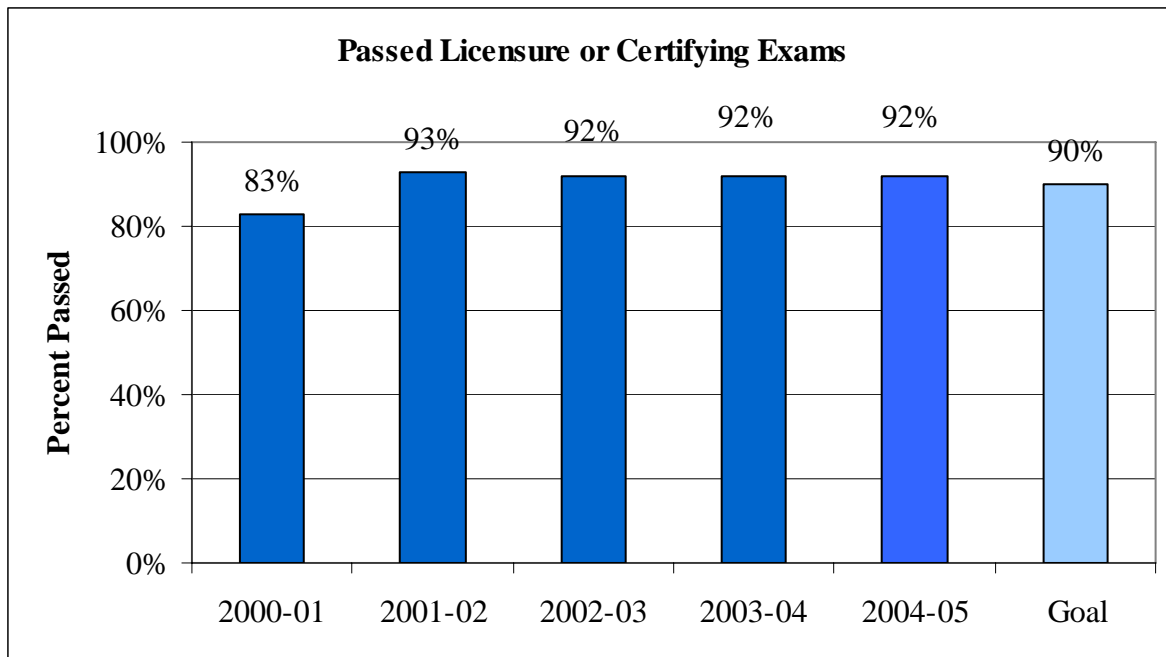
Performance Improvement Goal

Maintain rates of over 90% of COSC graduates passing licensure examinations.

Data Analysis

The average age of a COSC student is 40. Over 95% of the College's students are already employed when they enroll and typically have already attained any licensure or certification required to hold their current jobs. In addition, the COSC General Studies curriculum is not designed to prepare students for specific licensures/exams.

Consequently, only between 5% and 15% of graduates reported on the alumni survey that they took any licensure or certifying exams. Of the alumni who took such exam, since 2000, an average of over 90% passed.



Excelsior College only provides data on its Nursing Exam. In 2005, 90% of the students in Excelsior College's Nursing Program passed their licensure exam. Western Governor's University indicated that in order to graduate, their students must pass the licensure exam so the rate of graduates who pass is 100%. Thomas Edison did not supply data on this measure.

GRADUATE PREPAREDNESS FOR EMPLOYMENT

Performance Indicator

Graduate preparedness for employment.
(Graduate self-reporting on knowledge and skills; graduate report on career advancement.)

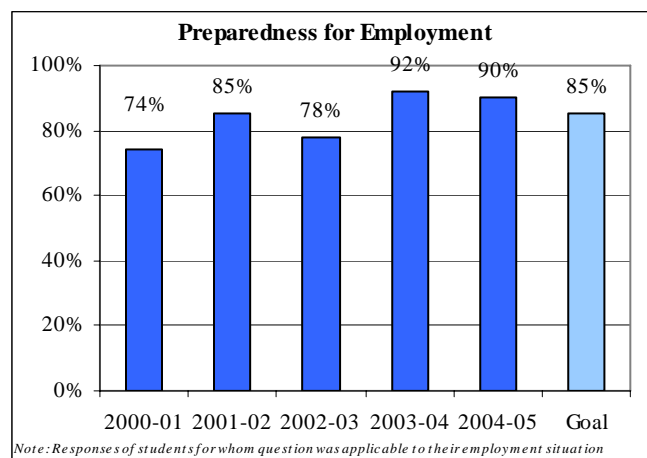
Data Analysis

COSC uses two measures to evaluate this indicator both of which are obtained on the alumni survey which graduates complete six to nine months after graduation.

Each year recent alumni are asked, *How well did the degree program you completed at Charter Oak State College prepare you for your present employment?* Over the past three years the trend has been positive and the most recent Alumni Survey reports that 90.4% of COSC graduates that responded to the survey rated their preparedness for employment as “very well” or “adequately” prepared for employment.

Performance Improvement Goal

By 2006, 85% of COSC graduates will rate themselves as “very well” or “well” prepared for employment.



Forty percent of graduates that responded to the most recent alumni survey indicated that they experienced **positive changes in employment** as a result of earning a degree from Charter Oak State College. Students attending Charter Oak State College are primarily working adults. But many students recognize that a Charter Oak State College degree “*prepares its students well for continuing their education as well as for position advancements and salary increases at the work place.*” (2003-04 Graduate).

	Overall Response	Job Promotion	Salary Increase	Better Job In My Field	Better Job In New Field	Moved From Part-Time to Full Time
2000-01	56%	20%	24%	7%	8%	4%
2001-02	40%	23%	35%	23%	15%	4%
2002-03	39%	11%	15%	10%	7%	1%
2003-04	45%	14.5%	21.4%	9.3%	6.9%	2%
2004-05	40%	12.7%	19.4%	8.4%	6.2%	2%

Totals may equal more than 100% because a graduate may report more than one positive change in employment.

* Information not available from 1999-2000 Alumni Survey.

Edison reported that 79% of the FY 2004 graduates indicated that their college experience had enhanced their employment/career growth. Eighty-six percent of Edison graduates felt that their degree from the college would enhance their ability to find a better job. Sixty-one percent of Western Governor’s graduates reported that the competencies that they were tested in were very relevant.

GRADUATE PREPAREDNESS FOR FURTHER STUDY

Performance Indicator

Graduate preparedness for continuing education or advanced degree program. (Continuing education advisor rating and graduate self-reporting on knowledge and skills.)

Data Analysis

On the Alumni Survey, COSC graduates were asked, *If you have enrolled in another college, how well did the degree program you completed at Charter Oak prepare you for your present area of study?* Over the five years reported, an average of ninety-one percent responded “well” or “very well.”

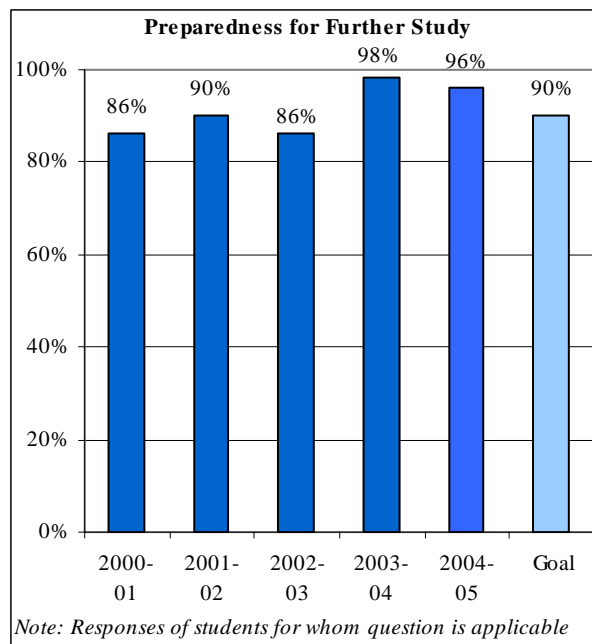
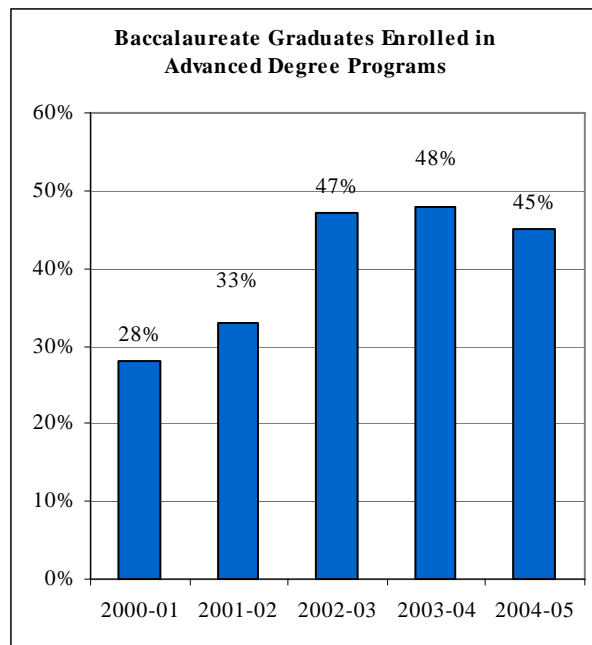
An average of 40% of the 2000-2005 COSC baccalaureate graduates surveyed have enrolled in a professional or master’s degree program within nine months of their graduation.

Thomas Edison State College reported that overall, 85% of the FY 2004 graduates indicated that the college had enhanced their preparation for further educational study. Ninety percent of the baccalaureate degree graduates indicated that Edison had adequately prepared them for a graduate school education. One-third (34%) of students graduating with their BA/BS reported that they had applied to a graduate school program; among those graduates who applied, 91% reported that they had been accepted into a graduate program.

Approximately 80% of Excelsior students responded positively on a seven point scale to the question of how well their Excelsior experience prepared them for further education.

Performance Improvement Goal

By 2006, 90% of students surveyed will rate their preparedness for further study as “very well” or “well.”



GRADUATE SATISFACTION WITH OUTCOMES

Performance Indicator

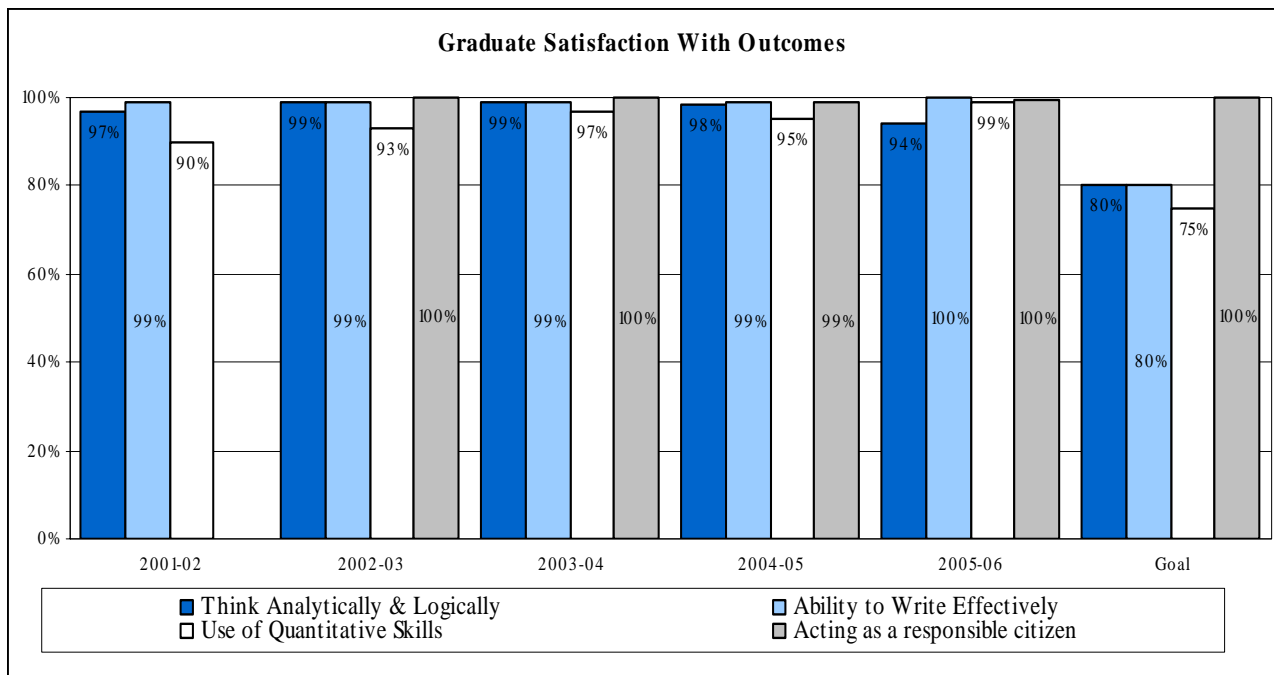
Percent of graduates who report their education greatly enhanced their ability to think analytically and logically; write effectively; and use quantitative skills.

Data Analysis

An average of 98% of students surveyed since 2001 reported that their education enhanced their ability to think analytically and logically; 99% reported their education enhanced their ability to write effectively and 95% reported that their education enhanced their quantitative skills. In 2002-03 “Acting as a responsible citizen within a global society” was added as an improvement goal. One hundred percent of students are satisfied that their education enhanced their ability to act as responsible citizens within a global society.

Performance Improvement Goal

In 5 years, 80% will report that their education enhanced their ability to think logically and write effectively; 75% will report enhanced quantitative skills; 100% will report that their education enhanced their ability to act as responsible citizens within a global society.



Excelsior College: using a seven point scale (1 = very poorly and 7= very well) FY 2004 graduates reported the mean for how well Excelsior prepared them in the following areas: Writing skills 4.61; Critical thinking skills 5.52; Applying knowledge 5.42; Team work and socialization skills 4.64.

Thomas Edison State College reported that 77% of graduates indicated that their College experience enhanced their ability to think logically and analytically and logically and 76% indicated that their experience enhanced their ability to communicate effectively. Over two-thirds (69%) of the FY 2004 graduates indicated that their experience with the College had enhanced their ability to use quantitative skills.

Western Governor's did not ask any questions about satisfaction with outcomes on their 2004-05 graduate survey.

MINORITY ENROLLMENT

Common Core Performance Indicator

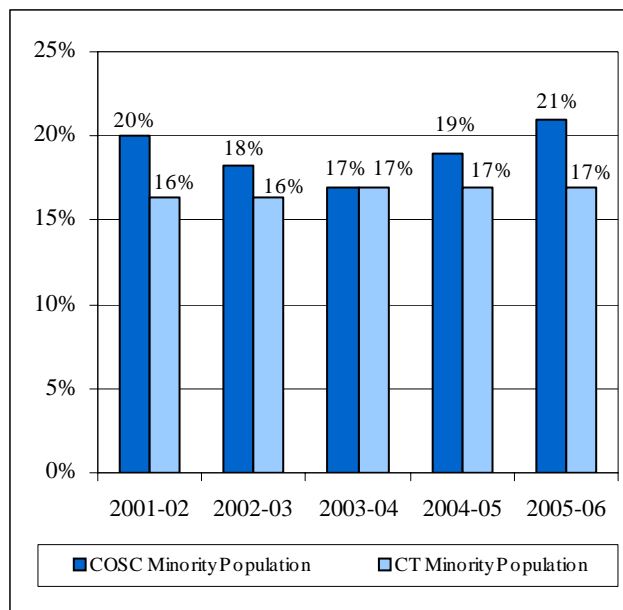
The proportion of students of color (Black, Hispanic, Asian American, and Native American) enrolled in the Charter Oak State College compared to the proportions in the state population, 25 years of age and older with some college and no degree.

Data Analysis

Charter Oak State College tracks its minority enrollment each year and compares it with U.S. Census Bureau data. Charter Oak uses U.S. Census Bureau data for Connecticut residents 25 years of age or older who have some college but no degree. Charter Oak only accepts students with 9 credits or more and only 5% of students enrolled at Charter Oak are under 25 years of age so this comparison is appropriate to the Charter Oak population.

Performance Improvement Goal

Maintain parity with the State of Connecticut demographics.



In 2005-2006 minority enrollment of African American, Hispanic, Asian and Native American populations at Charter Oak represents 21% of the total student body. This is on par with the Connecticut figures for the minority population twenty-five years or over with some college and no degree.

Minority enrollment for Charter Oak went from 20% in 2001-2002 to 21% in 2005-2006. Minority enrollment at Charter Oak has been very close to state figures since 1999-2000.

Minority Enrollment of COSC Students

	Total Minority Population		Black		Hispanic		Asian American		Native American	
	COSC	State	COSC	State	COSC	State	COSC	State	COSC	State
2001-02	20%	16%	10%	9%	5%	6%	2%	1%	3%	.3%
2002-03	18%	16%	10%	9%	4%	6%	2%	1%	2%	.3%
2003-04	17%	17%	10%	8%	4%	7%	2%	2%	1%	.2%
2004-05	19%	17%	10%	8%	6%	7%	2%	2%	1%	.2%
2005-06	21%	17%	11%	8%	6%	7%	2%	2%	1%	.2%

Sources: 2000 U.S. Census Bureau data used.

Note: Percentages do not equal 100% because Unknown and Non-Resident Aliens are omitted.

OPERATING EXPENDITURES FROM STATE SUPPORT

Common Core Performance Indicator

The total state appropriations including general fund fringe benefits, state support for student financial aid as a percent of total education and general expenditures including capital equipment purchased with bond funds.

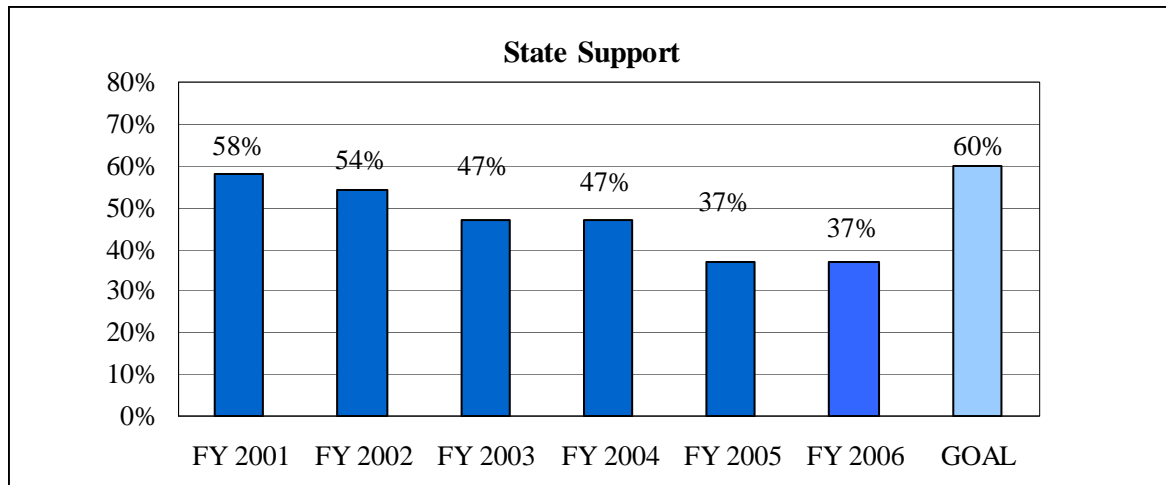
Performance Improvement Goal

The percent of operating expenses from state support should not fall below 60%.

Data Analysis

The State of Connecticut's investment in higher education is vital to the financial viability of Charter Oak State College. From FY 2001 through FY 2006, state support of the College's operating budget decreased from 57.5% to 37%. The majority of the decline in the percentage of operating expenses from the state can be attributed to the growth in Charter Oak's distance learning program which is primarily supported out of student fees. It should be noted that in each of the five years, more than 95% of state support covered personnel costs.

Comparable data on state support from Charter Oak's peer group are not available at this time.



(millions)	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	% Change 2005-2006
State Support	\$1.68	\$1.83	\$1.83	\$1.98	\$2.10	\$2.30	9.5%
E & G	\$2.93	\$3.42	\$3.90	\$4.22	\$5.70	\$6.20	8.8%
Percent	57.5%	53.6%	46.8%	46.9%	37.0%	37.0%	

Source: COSC Financial Reports

DISTANCE EDUCATION OPPORTUNITIES

Performance Indicator

Distance education opportunities including video and online courses which improve access to higher education.

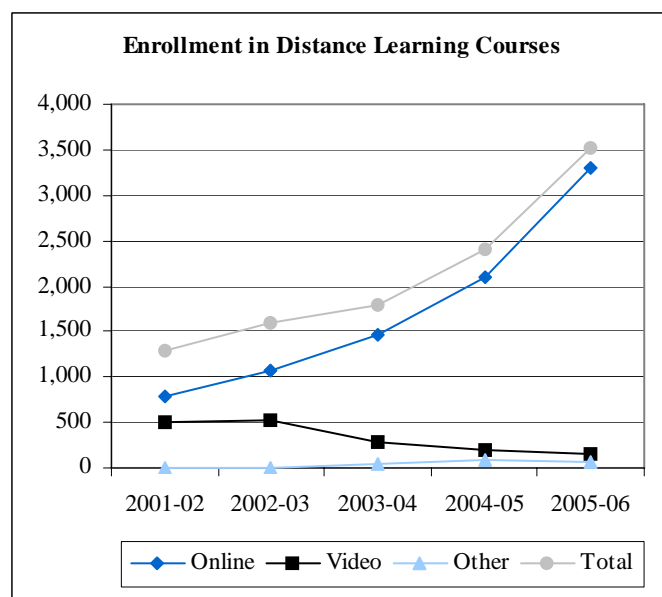
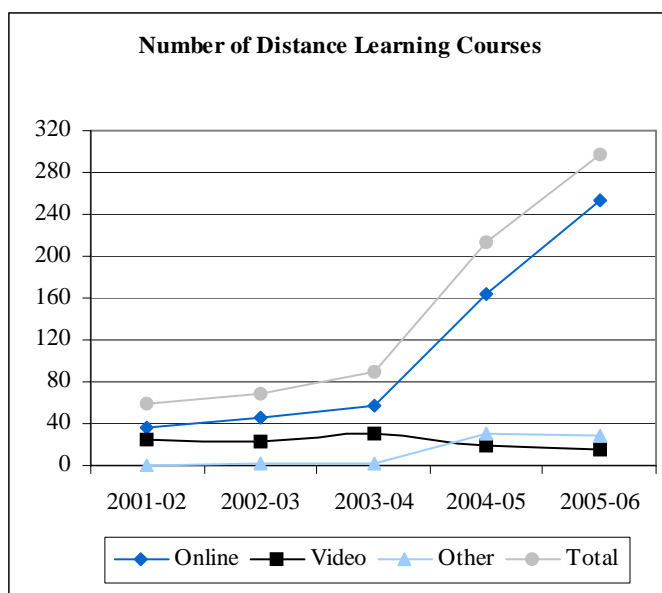
Data Analysis

The Distance Learning Program, which began as the Independent Guided Study program in 1992, has grown substantially since its beginnings when two video-based courses were offered. COSC began to offer online courses in the spring of 1998, and offers both credit and non-credit courses. COSC is the largest public institution provider of distance learning courses. In 2005-06, COSC offered 21% of the distance learning courses in the state system (13% of the total in Connecticut) and enrolls 15% of students taking online courses in the state system (10% of the total in Connecticut).

The Distance Learning Program allows adult students to create a study schedule which fits into their busy work and family lives. For this reason, COSC has significantly expanded the number of courses offered to help students meet their general education and concentration requirements. Because students like the interactivity provided in online courses, COSC has increased the number of online courses offered and decreased the video-based course options.

In the 2001-2002 academic year, COSC offered 24 video courses and 36 online courses with an enrollment of 1,279 students. In the 2005-2006 academic year, 3,520 students enrolled in 16 video courses, 253 online courses, and 29 correspondence courses, resulting in a 397% increase in courses offered and a 175% increase in enrollment. The number of distance learning teaching faculty also increased 121% from 44 in 2001-2002 to 97 in 2005-2006.

What is Charter Oak State College doing to extend access?



NON-CREDIT REGISTRATION

Common Core Performance Indicator

Annual course registrations of non-credit student by the following categories: personal development and workforce development.

*Are the needs of lifelong learners being met?
Are the needs of CT employers being served?*

Data Analysis

Charter Oak State College has developed a series of non-credit, distance learning courses for nurses and pharmacists who want to return to their professions and for nurses to expand their expertise in the area of home care. The three-module Nurse Refresher programs were designed by the Connecticut League of Nursing in cooperation with COSC to prepare inactive licensed RNs and LPNs to return to the practice of nursing in first-level medical-surgical staff positions after an absence of three years or more. The one-module Home Health Care program was jointly developed with the Connecticut League of Nursing and designed for practicing nurses who want to work in the home health care field. Two additional non-credit tutorials have been developed based on the content of the Home Health Care module. These tutorials will be used by home care agencies for orientation and staff development purposes. Students in the Home Health Care module and the two tutorials are allowed 12 months to complete the content. They will all be offered on a continuous basis. The three module Pharmacist Refresher program was developed by the Connecticut Pharmacists Association in cooperation with COSC and is approved for American Council on Pharmaceutical Education continuing education credits to help pharmacists reenter the workforce. Because of the job market, the Connecticut Pharmacist Association has found that pharmacists gain employment without completing all three modules.

Enrollment**	2001-02	2002-03	2003-04	2004-05	2005-06	Total	Completed Program to Date*
RN Refresher (3 modules)	28	54	45	139	123	267	132
LPN Refresher (3 modules)	n/a	15	7	3	9	25	15
Home Health Care (1 module)	n/a	n/a	10	4	7	21	12
Pharmacy Refresher (3 modules)	n/a	n/a	25	34	58	101	5

*Students often take more than one year to complete these modules. Unduplicated headcount (over 5 years).

**All enrollments in above table are duplicated headcount

REAL COST PER STUDENT

Common Core Performance Indicator

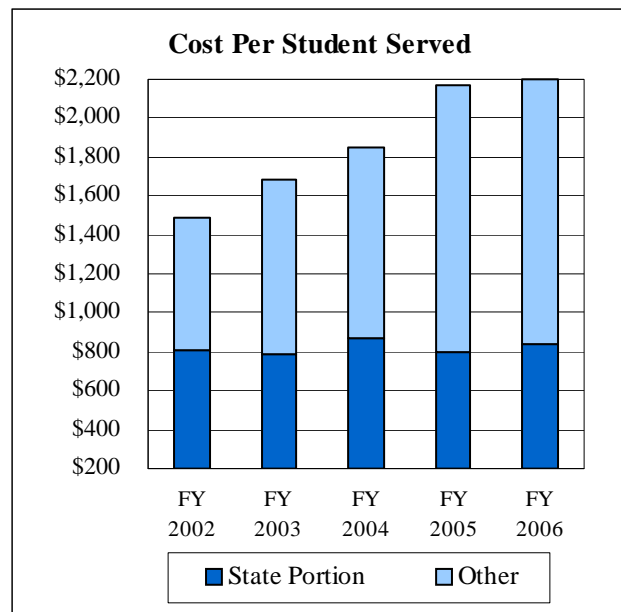
Are operations cost-effective with efficient use of resources?

Programmatic costs per student served (students on July 1 plus new enrollees during the fiscal year). General fund fringe benefits and capital equipment funds were included in total educational and general expenditures.

Data Analysis

Over the five-year period from FY 2002 to FY 2006, the cost per student served at Charter Oak State College increased 48.9%, from \$1,476 to \$2,198. Over the prior fiscal year, the FY 2006 cost per student served increased 1.5 % from \$2,165 to \$2,198. Comparable data on expenditures per student from Charter Oak's peer group are not available at this time.

The cost per student has increased rapidly primarily because of the College's growth in the distance learning and student financial aid programs. This has been supported by other sources and not state appropriations. In FY 2006, the College had 3,520 enrollment in 298 courses, a 46.5% increase in enrollments over FY 2005. This past year followed the previous year's outcomes; in FY 2005, the College had 2,402 enrollments in 120 for-credit course sections, a 31% increase in enrollment over FY 2004. Since FY 2001, there had been a 175% increase in course enrollment and a 397% increase in number of courses offered.



	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	% Change 2005-06
Students Served	2,316	2,320	2,276	2,633	2,828	7.4%
Cost Per Student Served	\$1,476	\$1,682	\$1,854	\$2,165	\$2,198	1.5%
State Portion	\$791	\$788	\$869	\$801	\$835	4.3%
Other	\$684	\$895	\$984	\$1,364	\$1,363	-0.1%

Source: COSC Enrollment and Financial Reports

RETENTION RATES

Common Core Performance Indicator

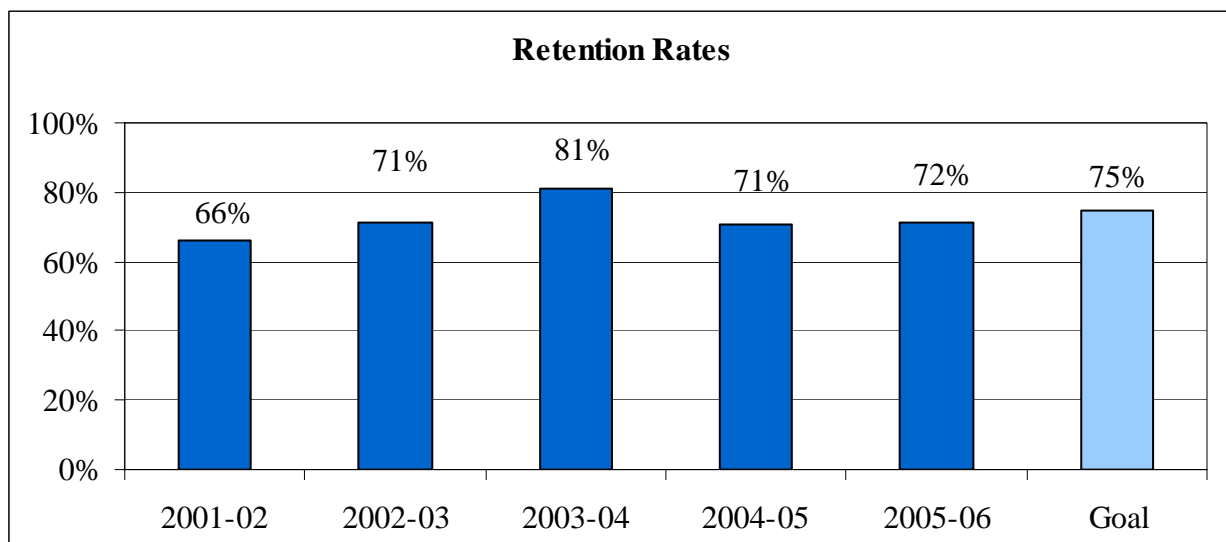
Percent of students who have continued their enrollment or who have graduated one year after initial matriculation.

Performance Improvement Goal

Maintain persistence rates of 75% or more.

Data Analysis

Retention rates are calculated for one year after matriculation. The College began using this methodology in 1997. That figure has ranged between 66% and 81% during the past five years. The variations can be attributed to our partnership arrangements and the small sample size. One example was our partnership with a large employer who had lay-offs and therefore their students did not continue. The college closely monitors annual increases and decreases in retention rates in order to understand the reasons behind them. The college is strongly committed to achieving and maintaining its goal of 75% for first year retention rates.



The College has initiated a number of activities during the past few years designed to increase student persistence. Some of these may be contributing to higher retention and graduation rates. These include increased contact between students and their counselors, technology upgrades, increased electronic communications to keep students engaged, and the availability of Charter Oak State College online courses making it easier for the students to find the courses needed to complete their degrees.

Western Governor's University indicated a retention rate of 73% for 2004-2005, and requested data was unavailable for 2005-2006.

Thomas Edison College and Excelsior College reported that information on students who have continued their enrollment or who have graduated one year after initial enrollment is not available for FY 2005.

GRADUATION RATES

Common Core Performance Indicator

Percentage of students who have graduated within six years after initial enrollment with a bachelor's degree or within three years with an associate's degree.

Data Analysis

An average of 52% of those who graduated from Charter Oak State College in the past five years completed their BA/BS degrees within six years, while an average of 52% of those who graduated in the past five years completed their AA/AS degree within 3 years.

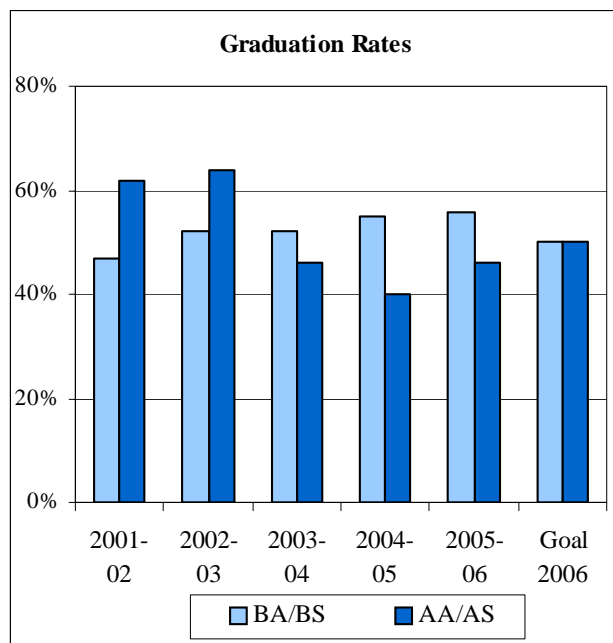
In 2005-2006, 46% of COSC students completed their AA/AS degree within three years of enrollment. This rate is higher than that of the previous year.

In 2005-2006, 27% of those who graduated from Charter Oak with their BA/BS within six years were racial/ethnic minorities. This is slightly higher than their enrollment rate.

Fifty-nine percent of the racial/ethnic minorities that initially enrolled at Charter Oak State College during the 1999-2000 academic year graduated with their BA/BS degree within six years of enrollment. Twenty-five percent of the students who graduated with their AA/AS degree within three years were racial/ethnic minorities. Thirty percent of the racial/ethnic minorities that initially enrolled at Charter Oak State College during the 2001-2002 academic year graduated with their AA/AS degree within three years of enrollment. Charter Oak will be surveying the racial minority students to determine why they withdrew and to identify any needed actions.

Performance Improvement Goal

By 2006, an average of 50% of degree seeking students will graduate with a BA/BS in 6 years and an average of 50% of degree seeking students will graduate with an AA/AS in 3 years.



Graduation Rates by Ethnic/Racial Minorities

Degree	Year	Total	Minority Total*	White	Black	Hispanic	Asian American*	Native American*
BA/BS	2004	52%	61%	51%	61%	48%	79%	100%
	2005	55%	59%	54%	53%	63%	63%	100%
	2006	56%	40%	61%	30%	46%	67%	60%
AA/AS	2004	46%	54%	48%	47%	50%	67%	100%
	2005	40%	31%	48%	27%	71%	100%	17%
	2006	46%	34%	59%	29%	57%	0%	25%

*Number of students enrolled is less than 10, so percentages are skewed by a small sample size

STUDENT SATISFACTION WITH PROGRAMS, POLICIES AND SERVICES

Performance Indicator

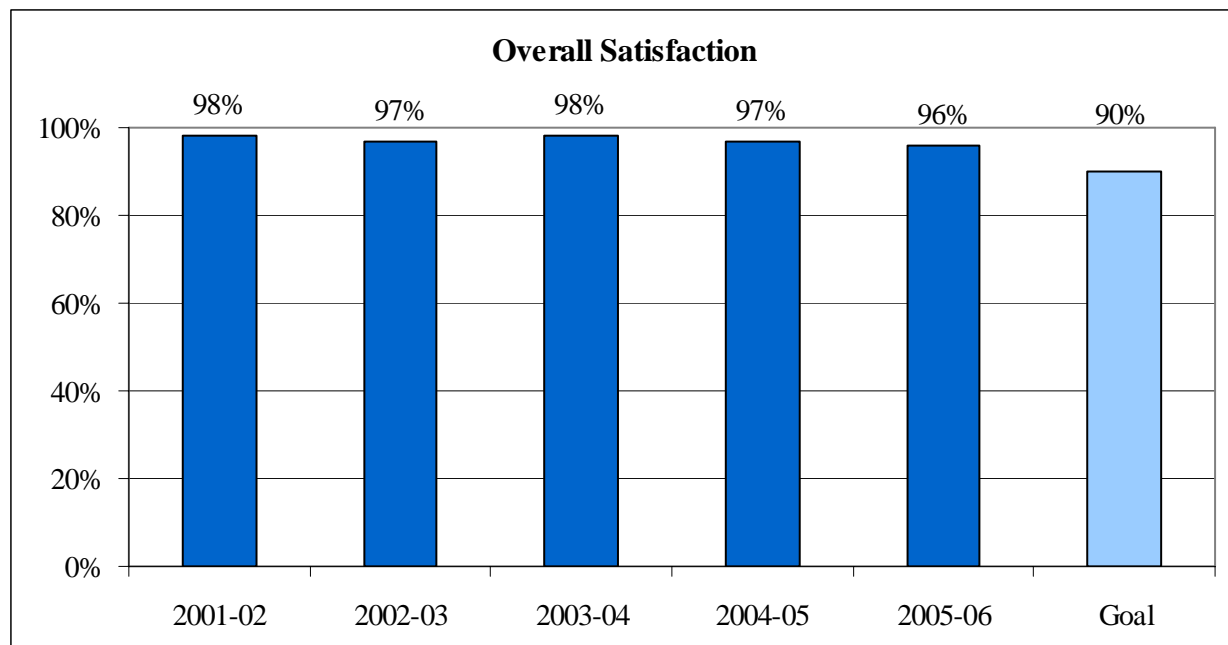
Level of student satisfaction with programs, policies and services as indicated by respondents to the alumni survey.

Performance Improvement Goal

Maintain ratings of over 90% satisfaction with programs, policies, and services.

Data Analysis

An average of 97% of the COSC graduates who responded to the alumni and graduate surveys from 2001-2006 reported being “very satisfied” or “satisfied” when asked to ***Please mark your level of satisfaction regarding the Charter Oak Program, in general.*** COSC monitors these data regularly and pays particular attention to the sub-categories which contribute to overall satisfaction.



When asked ***how satisfied they were with their Excelsior College education***, graduates reported a mean of 6.1 on a 7 point scale to the question that they were “satisfied” or “very satisfied.”

Thomas Edison State College reported that the majority (94%) of FY 2004 Graduate Survey respondents rated their overall experience with the College as “Good” or “Excellent”.

One hundred percent of Western Governor’s graduates that were surveyed in 2004-05 reported that their experience was “Excellent” or “Very Good”.



Board of Governors
for Higher Education

CONNECTICUT DISTANCE LEARNING CONSORTIUM

STUDENT SATISFACTION WITH ONLINE LEARNING

Performance Indicator

Student satisfaction with the quality of the courses and instruction offered by CTDLC members.

Performance Improvement Goal

By 2008, an average overall level of student satisfaction of 90%.

Data Analysis

Each semester, CTDLC asks all students taking online courses from one of its members to complete an online student evaluation survey. Students are asked about their satisfaction with various aspects of their online learning as well as their overall satisfaction. The information from these surveys is used to improve the development and teaching of online courses in a variety of ways including faculty training. Special attention is paid to areas such as student-student and student-faculty interaction.

In 2002, the evaluation questions were revised to more accurately measure best practices in online teaching. The old evaluation questions used in 2001-2002 are in parentheses and italics. The changes in satisfaction levels between 2001-02 and the subsequent years of 5% or more may be related to the use of these revised questions.

Student Satisfaction with Online Courses					
	2001-02	2002-03	2003-04	2004-05	2005-06
Course well organized <i>(The content of the curriculum)</i>	85%	88%	87%	86%	86%
Overall effectiveness of Instructor <i>(Quality of Instruction)</i>	82%	79%	80%	80%	80%
Clarity of objectives/learning outcomes <i>(Clarity of learning outcomes)</i>	84%	90%	92%	92%	91%
Test/Quizzes measured outcomes <i>(Ability to achieve outcomes)</i>	85%	87%	88%	87%	87%
Instructor feedback was clear and useful <i>(Quality of student-faculty interaction)</i>	78%	81%	84%	83%	84%
Threaded Discussions contributed to learning <i>(Quality of student-student interaction)</i>	72%	79%	79%	79%	79%
Overall Effectiveness of Course <i>(Overall level of satisfaction)</i>	84%	78%	78%	79%	78%

Source: Online Student Evaluation Surveys

GROWTH OF ONLINE PROGRAMS AND COURSES

Performance Indicators

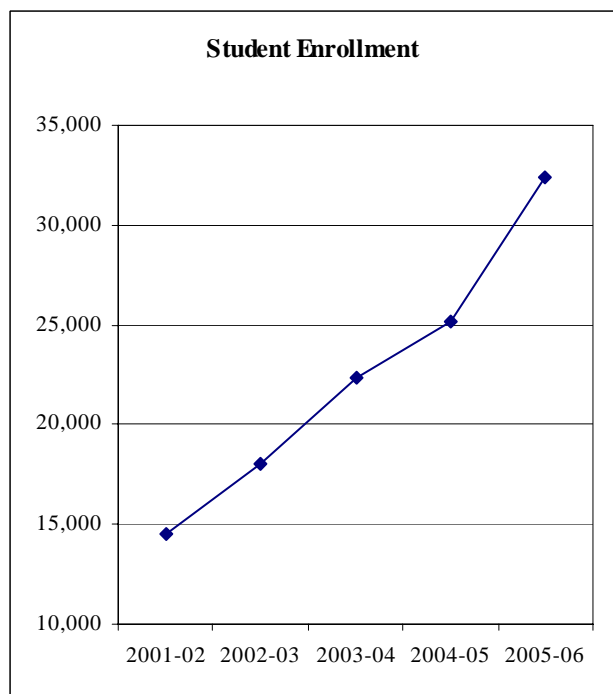
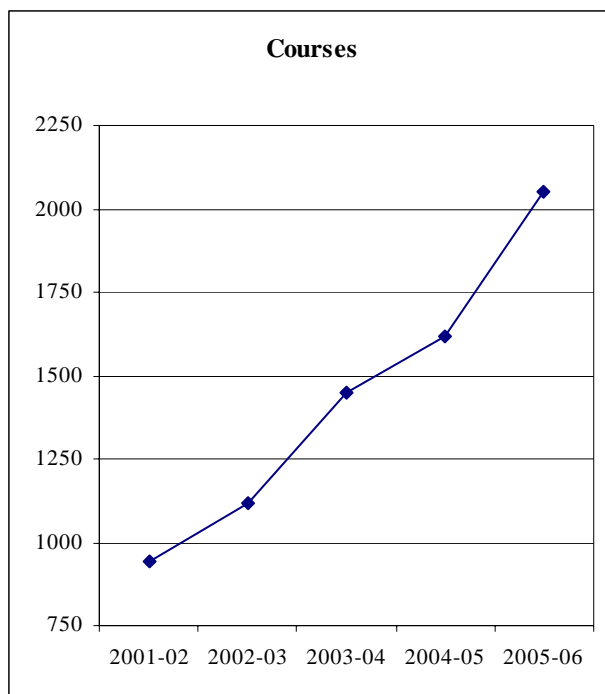
Number of online programs and courses offered by CTDLC's members.

Are the number of online programs and courses offered by CTDLC members increasing?

Data Analysis

In the spring of 1998, the first time online courses were offered through the CTDLC, nine online courses ran, with an enrollment of 106 students. In the 2005-2006 academic year 2,050 courses were offered and enrollments in these courses have increased to over 32,000 students. This is a dramatic increase of over 25% in both courses and enrollments over last year. Connecticut's public and private non-profit institutions offer five Associate, five Bachelor's, 17 Master's, and 16 certificate programs online. The mission of CTDLC is to serve all of higher education and therefore a distinction is not made between public and private institutions for its programs and grants.

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	% Annual Growth
Courses	527	942	1,117	1,451	1,620	2,050	26.5%
Enrollment	8,735	14,486	18,023	22,307	25,140	32,387	28.8%



WORKFORCE DEVELOPMENT

Performance Indicator

Number of web-based workforce development programs supported by the CTDLC.

Can the Connecticut Distance Learning Consortium increase the number of web-based workforce development programs?

Data Analysis

In the past, the CTDLC has supported the growth of web-based workforce development programs through its granting program. The granting program ended in 2003, and the CTDLC is now working with state agencies and Connecticut businesses to assist them in moving their training online. These efforts are touching Connecticut workers in such key areas as education, emergency preparedness, municipal government, law enforcement, alternative energy, and even public safety.

The following workforce development courses were designed and hosted by the CTDLC in 2005-06:

Agency/Company	Course Name	Enrollments
Public Health	Chemical/Biological Terrorism—Pharmacy Intervention	TBD
Public Health	Orientation to Mass Dispensing Clinics	TBD
Public Health	Community Leaders Distance Learning Course—Mass Dispensing for Public Health Emergencies	TBD
Public Health	Smallpox Vaccination Train-the-Trainer	35
Public Health	Basic Epidemiology for Public Health Nurses	2
Public Health	Emergency Preparedness for Public Health Nurses	11
Public Health	Biohazard Detection System	132
Public Health	Public Health Emergency Preparedness 101	1,993
Public Health	Strategic National Stockpile: Guidance & Overview	351
Public Safety	2006 CT State Police In-Service Training	1,297
Amber Alert Committee	Amber Alert Training	1,482
Hydrogen Safety, LLC	Hydrogen Safety Training	6
Hydrogen Safety, LLC	H2 and You	4
		Total: 5,435

COST SAVINGS

Performance Indicators

Cost Savings of Collective implementation of Distance Learning Delivery Systems.

Can the CTDLC create cost savings for its members in technology and support services?

Data Analysis

Part of the CTDLC mission is to create and support a distance delivery infrastructure-servers, learning management software, technical support personnel — and offer it to higher education, thus saving each institution from having to do this on their own. The CTDLC is providing this service to an increasing percentage of Connecticut's institutions. When the legislature first funded the CTDLC, it assumed there would be cost savings if the State invested in the technology and support associated with distance learning in one place rather than duplicating that infrastructure at every college. Over the past several years, the CTDLC has made substantial progress toward that goal by:

- **Centralized hosting of course management systems for 18 of Connecticut's higher education institutions saves institutions money. For example:** \$83,500 in annual saving for Blackboard license fees (5 institutions). No upfront license cost for small institutions using Web Mentor as their LMS.
- **Providing a single 12x7 help desk to 25 institutions for approximately \$136,000.** This is less than half the cost of individual 12x7 help desks.
- **Creating and hosting an ePortfolio platform which is currently being used by 14 institutions - saving each the cost of licenses, hardware, and support.**
- **Creating a collaborative online tutoring program which is shared by 16 institutions.** By aggregating a small number of tutors from each institution on one platform, students have access to tutors online 13 hours a day 7 days a week. This provides a needed service at considerable cost savings. While not all schools have calculated the cost savings, one of the smallest institutions calculated that it was offering a service it could not afford to offer as a single institution to its students and saving \$2,000 annually in staffing its on ground tutoring center.
- **The CT Adult Virtual High School is saving money for school districts statewide.** Through grant funding from the State Department of Education's Department of Early Childhood, Career and Adult Education the CTDLC is able to extend access and savings to the state's Adult Credit Diploma providers with centralized hosting of courses, currently accessed by 20 school districts via the CT Adult Virtual High School. Shared resources include hosting, a 12 x 7 help desk, central administration, learning design, and professional development and student services. A total of \$1,000,000 distributed with a \$250,000 investment each year for four years provides statewide services otherwise not afforded to the districts.



Board of Governors
for Higher Education

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Board of Governors for Higher Education Performance Measures Task Force

Corby Coperthwaite
Director, Planning, Research and Assessment
Community-Technical College System
61 Woodland Street
Hartford, CT 06105
Tel: 860-244-7604 Fax: 860-566-1308
Email: ccoperthwaite@commnet.edu

William J. Gammell
Associate Vice Chancellor
Institutional Research
Connecticut State University
39 Woodland Street
Hartford, CT 06105
Tel: 860-493-0054 Fax: 860-493-0080
Email: gammellw@so.ct.edu

Diane Goldsmith
Dean of Planning, Research & Assessment
Charter Oak State College/
The Connecticut Distance Learning Consortium
85 Alumni Road
Newington, CT 06111
Tel: 860-832-3893 Fax: 860-666-5828
Email: dgoldsmith@ctdlc.org

Miranda Jennings
Director, Institutional Research
Charter Oak State College
55 Paul Manafort Drive
Newington, CT 06053
Tel: 860-832-3904 Fax: 860-832-3999
Email: mjennings@charteroak.edu

Judy Greiman
President
Connecticut Conference of Independent Colleges
342 North Main Street, Suite 202
West Hartford, CT 06117
Tel: 860-236-0900 Fax: 860-236-0910
Email: greimanj@theccic.org

Benjamin Klimczak
Senior Research Associate
Community-Technical College System
61 Woodland Street
Hartford, CT 06105
Tel: 860-244-7617 Fax: 860-566-1308
Email: bklimczak@commnet.edu

David Nielsen
Director of Planning, Research and Assessment
Manchester Community College
Great Path, P.O. Box 1046
Manchester, CT 06045
Tel: 860-512-2613 Fax: 860-512-3201
Email: dnielsen@mcc.commnet.edu

George Rezendes
Director, Institutional Research
Three Rivers Community College
7 Mahan Drive
Norwich, CT 06360
Tel: 860-892-5774 Fax: 860-886-0691
Email: grezendes@trcc.commnet.edu

Suman Singha
Vice Provost, Academic Programs
University of Connecticut
352 Mansfield Road, Guley Hall, U-2086
Storrs, CT 06269
Tel: 860-486-6796 Fax: 860-486-6379
Email: suman.singha@uconn.edu

Alan Sturtz
Director, Institutional Research
Academic Affairs
Connecticut State University
39 Woodland Street
Hartford, CT 06105
Tel: 860-493-0012 Fax: 860-493-0080
Email: sturtza@so.ct.edu

Scott Wetstone
Director of Health Affairs Policy Planning
UConn Health Center
263 Farmington Avenue
Farmington, CT 06030-1910
Tel: 860-679-4440 Fax: 860-679-1371
Email: wetstone@nso.uchc.edu

DHE Staff

Mary K. Johnson, Project Leader
Tel: 860-947-1848 Fax: 860-947-1310
Email: mkjohnson@ctdhe.org

Tom Mangiafico, Associate Director
Tel: 860-947-1848 Fax: 860-947-1310
Email: tmangiafico@ctdhe.org